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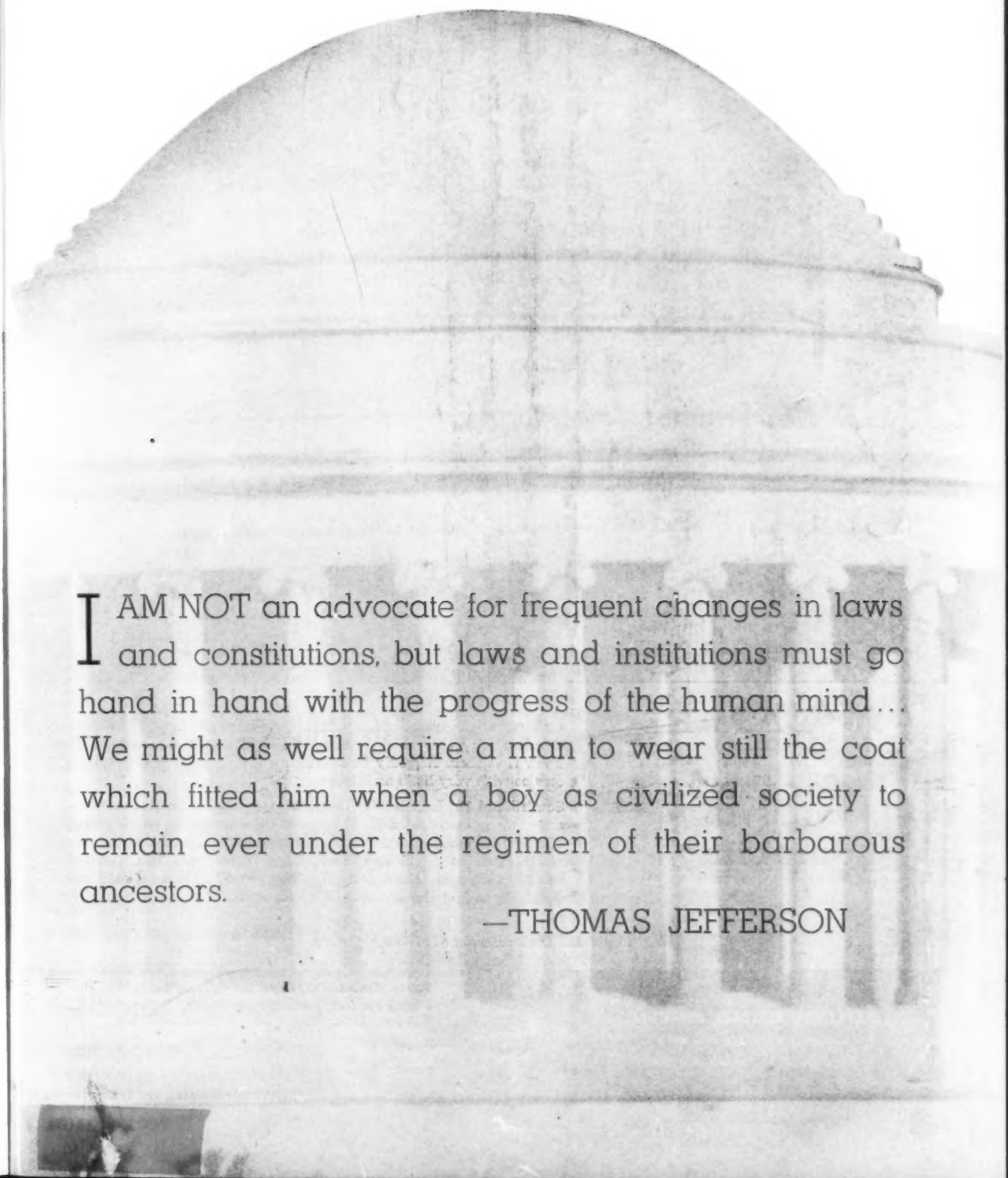
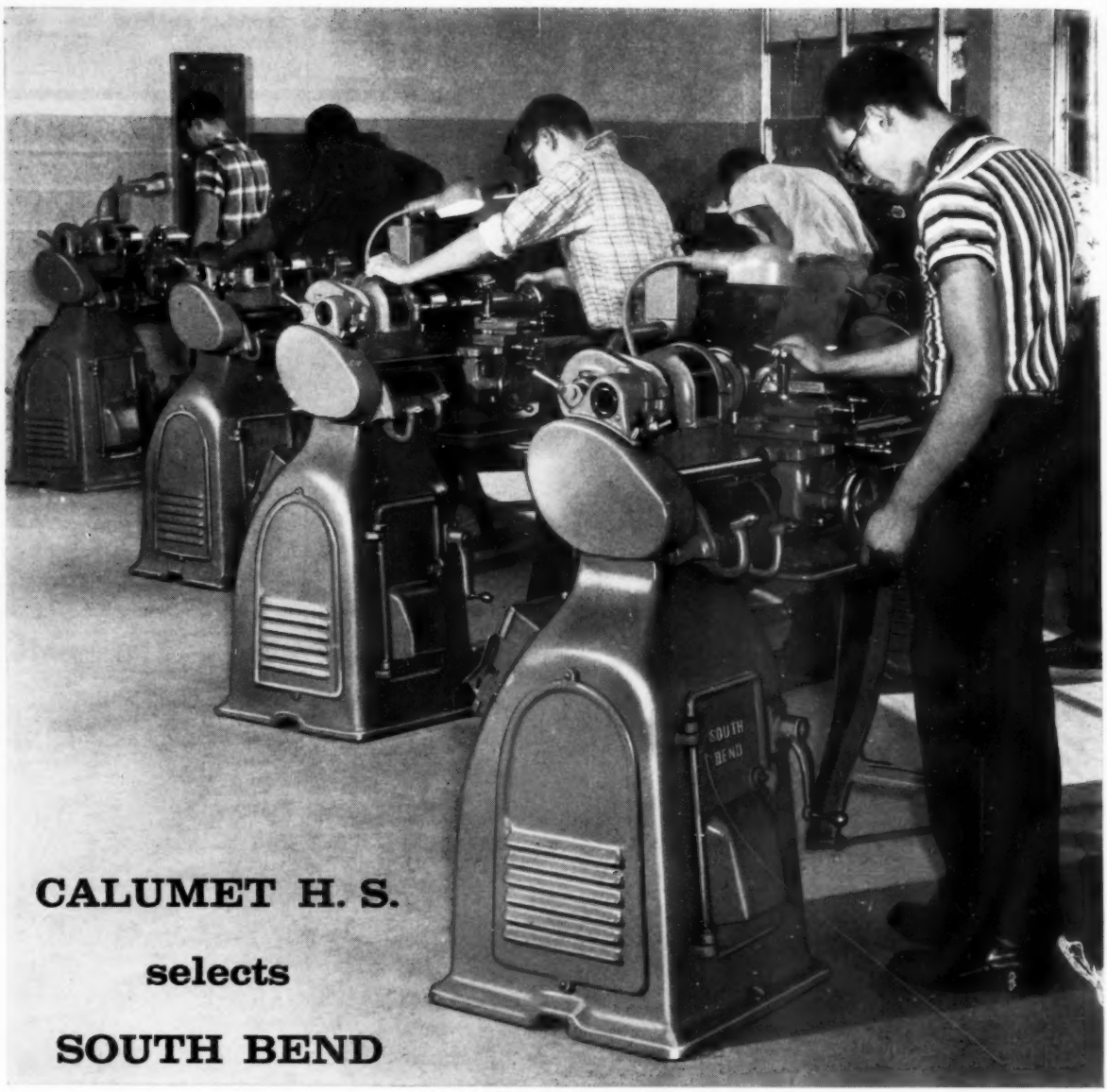


I AM NOT an advocate for frequent changes in laws and constitutions, but laws and institutions must go hand in hand with the progress of the human mind... We might as well require a man to wear still the coat which fitted him when a boy as civilized society to remain ever under the regimen of their barbarous ancestors.

—THOMAS JEFFERSON



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COMMENT

I WANT to congratulate you on the very fine editorial you had in the November issue of the JOURNAL. I hope that every vocational person in the United States will have an opportunity to read this fine editorial. You told them about it and I am glad of it. —B. P. DILWORTH, District Supervisor, Vocational Agriculture, Auburn, Ala.

* * *

I HAVE read with great interest your *Latest Word from Washington* in the November JOURNAL. I feel that the article is a classic reply to the journalists, and unfortunately some educators, who have been carried away by the recent hysteria for making science and mathematics the cornerstone of all education.

I have shown the article to other members of our administrative staff and they are as impressed as I am. We would like very much to furnish all members of our administrative staff and all vocational educators with copies of your excellent charge to American educators. Thank you for your stimulating message and for your consideration of this request.—BERNARD J. KENNEDY, Director of Industrial Arts and Vocational Education, Grand Rapids, Mich.

* * *

I WANT to congratulate you on your very excellent editorial in the November issue of the JOURNAL. I certainly hope that it will be read by many of our educators and others who have attempted to tell us what is wrong with our educational program.

I appreciate the paragraph dealing with popular fallacy. We continue to have to deal with school people who think if there is no other place to send a student they can send him down to an agriculture teacher. I also agree with you that it is about time we take stock of the good things we have in America, especially in our educational program, rather than trying to copy everything we hear about the Russian educational program.

I intend to call to the attention of the agriculture teachers the article and suggest that each make a copy of the magazine available to their principal and the superintendent in order that they may read your editorial.—T. G. WALTERS, Georgia State Supervisor, Agricultural Education.

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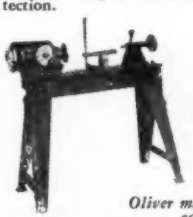

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COMMENT

JUST a short note to say that I think your editorial in the November issue of the JOURNAL is one of the best I have ever read. Keep up the good work!—FREDERICK K. T. TOM, Assistant Professor, Rural Education, New York State College of Agriculture, Ithaca, N. Y.

* * *

THE AVA could not have selected anyone more able to have presented the AVA Award of Merit to the Genereal Motors Corporation and the Automobile Manufacturers Association.

Those of us who were there representing education as Andy Althouse presented the AVA awards that were received by Kenneth Meade, Director of Educational Relations Section for General Motors and Harry A. Williams, President of the Automobile Manufacturers Association, were right proud of Andy's analysis of what has been accomplished by the General Motors Corporation and the Automobile Manufacturers Asssociation, in the interests of vocational education.—G. HAROLD SILVIUS, Chairman and Professor, Industrial Education, Wayne State University, Detroit.

* * *

I MET WITH the graphic arts people in Milwaukee October 29 . . . to present AVA's Award of Merit to Elmer Voigt. We had a good meeting and it was a distinct pleasure to have the opportunity to present the award and to visit with Mr. Voigt.

I enjoyed very much playing a small part in the evening's program and considered it an honor to be called upon to assist the AVA in recognizing this person who has done so much to develop educational activities for the graphic arts industry. —ROY FAIRBROTHER, Wisconsin State Supervisor, Distributive Education, and AVA Vice President for Distributive Education.

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The publication date has been changed to alleviate printing, production, mailing and reading schedules.

We hope it will help!

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1959

THE COVER

As you read *The Enemy Unseen*, pages 10-13, we feel certain you will pause to reflect once again upon Thomas Jefferson's time-honored, yet timely, words.

Whether or not you agree with the author, we recommend this and the rest of our January features for this month's professional reading.

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Vol. 34—JANUARY, 1959—No. 1

THE JOURNAL FOR JANUARY

SPECIALS

Learn from Those You Teach ... *Dr. Bernadine Meyer* 9
The Enemy Unseen ... *Dr. Melvin L. Barlow* 10
Cooperative Action ... *Harry A. Williams* 14
Going Up? ... *H. R. Cole* 16
Job Counseling ... *Thomas A. Routh* 19
Treasurer's Report, 1958 ... *Dr. Charles W. Sylvester* 20
Plots and Plans ... *Dr. Donald B. Pfleiderer* 21
Teacher Evaluation ... *E. A. Curry* 22
AVA Program of Work, 1959 ... 24

REGULAR

Comment ... 1, 2, 4, 5
From the Public Information Committee ... *Dr. H. M. Hamlin* 6
Latest Word from Washington ... *Dr. M. D. Mobley* 7
Around the Nation ... 25
Official AVA Committees ... 29

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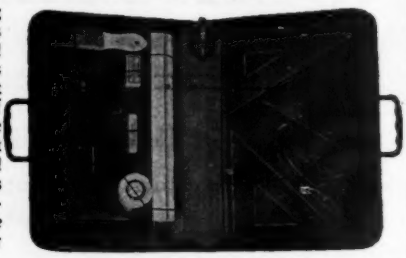

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COMMENT

YOUR LATEST WORD (November Journal) is the most sobering and enlightened statement on the chaotic intellectual jungle American educators have created since the Russians launched Sputnik I. Congratulations and thanks. Just hope the article will be widely published and read by the educational fraternity.—D. C. JONES, Teacher Trainer, Division of Agriculture and Vocational Agriculture, Langston University, Langston, Okla.

* * *

PLEASE ACCEPT this brief word of congratulations to you and your staff for the splendid November issue. I have read with interest the fine array of professional articles and have read and re-read your editorial statement. As others have been saying, and as all of us believe, the JOURNAL is with each issue becoming more and more a truly professional contribution to vocational education. Keep up the good work.—WESLEY P. SMITH, California State Director of Vocational Education.

* * *

I HASTEN to congratulate you upon one of the finest editorials on vocational education that I have read in a long time.—JAMES W. CROWE, Director, Chicago Vocational High School, Chicago, Ill.

* * *

BEING a member of the older school of thought, I am seriously concerned with the watering-down or period shortening going on in certain phases of vocational education.—RALPH H. WOODS, AVA Past President and President, Murray State College, Murray, Ky.

* * *

I WANT to compliment you on your editorial in the last issue (November). I think it was very outstanding and full of good common sense.—RALPH A. HOWARD, Ohio State Director of Vocational Education, Columbus.

* * *

YOUR EDITORIAL in the November JOURNAL was a real inspiration. Naturally, we all expect the pendulum to swing, but I, for one, did not expect it to swing in favor of sound education as rapidly as the case seems to be. Of course, the staff at California State Polytechnic College firmly believes and practices the philosophy of education you so clearly stated. We hope to give continuous support to good education as you so carefully outlined.—WALTER P. SCHROEDER, Head, Education Department, California State Polytechnic College, San Luis Obispo.

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COMMENT

I WOULD LIKE your permission to make mimeographed copies of the November *Latest Word from Washington.*

I was very much impressed with the article and presented it to the other teachers and supervisors of our section and feel it is something that should be brought to the attention of the counselors of our area.—HAROLD E. FLEMING, Instructor, Vocational Agriculture, San Fernando High School, San Fernando, Calif.

* * *

In your November editorial you made statements that should be read by every educator. This hysteria of which you speak has even reached this country (China).

I am a firm believer in a well balanced educational system and have felt that the people in vocational education have been on the right track. Right now in this country it is the popular belief that one who has a college degree must not work with his hands. . . . There is a great need for truly vocational education.

Your words in your editorial will certainly be music to the ears of vocational people.

Never before have I enjoyed so much the JOURNAL with its clean and vivid approach. From this great distance it helps to keep me in touch with home.

Dr. Sutherland's article is a brave step in the direction that agricultural education must go to keep up with the intensely industrialized agriculture of the western U. S. May his kind be increased.—T. O. BEACH. Advisor, ICA Mission to China, Taiwan Provincial College of Agriculture, Taichung, Taiwan.

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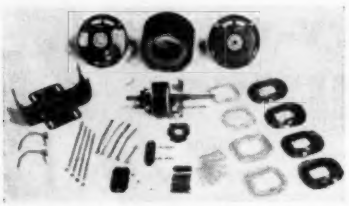

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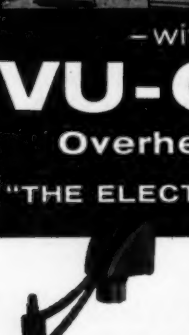

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Dr. Howard A. Campion, Associate Superintendent, Division of Extension and Higher Education, Los Angeles Public Schools.

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James H. Pearson, Assistant Commissioner for Vocational Education, U. S. Office of Education.

Dr. Joseph R. Strobel, Assistant Commissioner for Instructional Services (Vocational Education), New York State Education Department.

Thomas A. Van Sant, Associate Superintendent of Schools, Baltimore.

Arthur Walker, State Supervisor, Business Education, Virginia.

Dr. M. D. Mobley, AVA Executive Secretary; Committee Secretary.

Dr. H. M. Hamlin, Professor of Agricultural Education, University of Illinois; Chairman.

Consultants

Dr. James B. Conant, President-Emeritus, Harvard University and Director, A Study of the American High School.

S. Reed Dayton, Member of the State Legislature and Vice President of Wyoming School Trustees Association, Cokeville, Wyoming.

Elaine Exton, Washington Correspondent, *American School Board Journal*.

Dr. Philip J. Hickey, Superintendent of Instruction, St. Louis Public Schools and Immediate Past President, American Association of School Administrators.

Dr. Dean M. Schweickard, Commissioner of Education, State of Minnesota.

Sub-groups are being constituted to conduct projects in the following areas: Publicity and Publicity Procedures; Collection and Dissemination of Facts; Radio, TV, National Magazines; Speakers, Visual and Auditory Aids; and Stimulation of Regional and State Programs of Public Information.

More than 50 leaders in vocational education who are not members of the Committee have agreed to assist in its work.

A budget of $18,000 a year for each of two years has been developed and funds are being sought to implement it.

The Committee is designed to assist the public in getting the information it needs to make its decisions about vocational education. It is not a committee on public relations. It assumes no direct responsibility for increasing the funds available for vocational education. It is not undertaking to make the public love and adore vocational educators.—Dr. H. M. Hamlin, *Chairman*.

Latest Word from WASHINGTON

► HOUSE COMMITTEE ON GOVERNMENT OPERATIONS REPORTS. The thirtieth report by the House Committee on Government Operations (House Report No. 2533, 85th Congress, 2nd Session) in discussing the proposal of the Joint Federal-State Action Committee to return telephone tax money to states as a substitute for federal funds for vocational education (and other programs) under existing laws says:

"The Subcommittee (Intergovernmental Relations) regards as unsound the idea that the federal government can vacate particular tax fields and thereby automatically create revenues for the states or municipalities. The availability of any tax field as a practical source of state and local revenue depends, among other factors, on the distribution of the property or service that is subject to tax, the willingness or legal authority of legislative bodies to impose a given tax, and the efficiency with which the tax can be collected. While it is desirable that the federal government should avoid preempting tax fields that are not essential for financing its activities and which can be utilized effectively by other levels of government, this principle is separate and distinct from the concept of giving up particular tax sources as a practical substitute for federal grants.

"The transfer of federal grant programs is no panacea for the weaknesses of state and local government. If the intent of such a proposal is to increase state responsibility, this approach alone would neither foster responsibility nor alter the conditions which earlier inhibited state action..."

Certainly this is in line with AVA's charge that any plan so far devised for turning tax money back to the states in lieu of federal aid for vocational education has not been practical and would, in effect, constitute a devastating—and, in some cases, a fatal—blow to the program.

► PROGRESS REPORT NO. 2. The month of December, 1958 brought forth the Second Report of the Joint Federal-State Action Committee to the President of the United States and to the Chairman of the Governors' Conference.

After several months of circulation and study, this report will be presented for the consideration of the Governors at their 1959 Conference—scheduled for Puerto Rico some time next spring.

Described in Appendix IV of this Second Report is the alternative to the initial telephone tax proposal which was released in December 1957. It reads as follows:

"It is proposed that Congress amend the Internal Revenue Code to provide a tax credit to the states against the local telephone service tax for a five-year period. This credit is to equal 30 per cent of the federal tax, or three percentage points of the present 10 per cent tax. In addition it is proposed that Congress authorize the Treasury to distribute the revenue equivalent of a one per cent tax on local telephone service to certain states...

"The combined tax credit and revenue distribution to the states will therefore equal 40 per cent of the federal revenues derived from the local telephone service tax.

"Present grants for vocational education and waste treatment projects, and the related federal operating responsibility, will cease when the new system goes into effect.

"Treasury distribution of such revenues will be discontinued at the end of the fifth year of such distribution and the states will continue full financial responsibility for the two programs."

There are many things wrong with this fantastic scheme. Some have already been described time and time again in pages of the JOURNAL. But, in debating the issue, let us remember four major points:

For one thing, the federal government would realize a net annual loss of approximately $60,500,000.

Second, the proposal calls for no earmarked funds for vocational education. In some states this could seriously jeopardize sound and adequate financial support for vocational education—especially in light of unprecedented competition at state and local levels for the education dollar.

Third, the proposal does not in any way "insure that there would be no impairment of the program"—one of the conditions stipulated in the policy statement approved at the National Governors' Conference in May of 1958.

Finally—and perhaps most important—the proposal literally asks the states to sell their souls for a mess of pottage in that whereas for five years they would receive 40 per cent more from federal telephone tax funds than under present grant-in-aid programs—after that time the "give-away" would stop dead—and the states would be left with "full financial responsibility" for vocational education and waste treatment programs.

At AVA headquarters a brief but detailed report of the Joint Federal-State Action Committee's Progress Report No. 2 is in process of development and will be available to any AVA member upon request. Every active AVA member should take this opportunity to avail himself of the facts so that by working together we can acquaint the public with the fallacies of the proposal that will doubtless be submitted with full administration support to the 86th Congress for consideration and action.

► THE BUDGET PROSPECTS--1960. In view of the serious problems facing the nation which call for the heaviest peace time defense appropriation in the history of our nation and since the national debt is at an all-time high--while the deficit at the end of the last fiscal year was more than $12 billion--it seems inevitable that the 86th Congress will look for every opportunity to cut expenditures.

Further, with the overwhelming Democratic victory in the recent Congressional election, a reputation for over-spending will generally want to be avoided.

Defense budgets, in view of the world-wide crises, cannot easily be pared. Congress will carefully weigh and scrutinize the importance of every other budget item and vocational education will not be overlooked, you may be sure. On December 30, 1958, Secretary of Health, Education and Welfare Dr. Arthur S. Flemming released a statement to the press in which he stated that the budget would propose a cut of about three percent in the appropriation for vocational education below the amount approved for 1959. This proposed reduction, according to Secretary Flemming, would be brought about "by reducing the programs for vocational training in the fishery trades and practical nursing to the program levels the states have indicated a willingness to support in 1959."

Full details of the President's budget will become public on or about January 20--when it is released to Congress. We hope the President will not carry out the threat he made last year that he would recommend no federal funds for vocational education for the nevt fiscal year. This column in the February JOURNAL will carry full details about the President's recommendations for vocational education.

Meanwhile, the American public should not now--or ever--forget that national defense, economic security and vocational education go hand in hand. With so much evidence of impending danger to the program in the air, let us all do our best to bring to the attention of every thinking American the broad benefits, the vital importance, and the expanding needs of vocational education.

And let's back our statements with programs in every community that operates at peak efficiency. Let's do our jobs well--and let the people know about it!

W. D. Mobley

EXECUTIVE SECRETARY AND EDITOR-IN-CHIEF

LEARN FROM THOSE YOU TEACH

A few pointed pointers from students, as related by BERNADINE MEYER

"HOW DO OUR customers feel?"

Business keeps constantly abreast of customer reaction with frequent consumer surveys to gather ideas for improving services and products.

Asking a teacher's customers—the students—for their reactions can be just as revealing. Secondary students may be young and immature and unschooled in teaching methods, but their thoughts are not without value.

In a survey of drop-outs,[1] students in 11 Pennsylvania schools were asked to suggest how to improve the teaching of shorthand. Their replies could refer just as well to typewriting, homemaking or almost any subject.

Although expressed otherwise, these young people knew that taking a real interest in each student—understanding him and exerting a genuine concern for his welfare—is vital to good teaching. Four successful shorthand students put it like this:

"I think teachers should remember the problems they had, which would probably be much the same as ours, and then try to help us overcome them. They should take a personal interest in each student."

"I think the teacher should be friendly. If there's one thing I hate, it's a mean and grouchy teacher."

"Be considerate of the slower students."

OFTEN THE DISSATISFIED customer is of more help than the contented one in suggesting improvements to the business man. Consider what four "dissatisfied customers"—the students who failed—have to say:

"If the teacher doesn't care if you learn or not, you feel he has no interest. The class should be small . . ."

"Tell teachers not to blow their tops if you're not as good as they think you should be."

"I didn't get along with the teacher too well so I didn't try too hard. Patience . . . would have helped a lot."

"I think the teacher should help the student as much as possible. I think that would make it easier . . ."

Statements from unsuccessful students can be suspected of "face saving," yet they are much like those of successful boys and girls.

Apparently youngsters are much aware of the importance of a good beginning. One failing student said:

"I think if the teacher would go slower with the first lessons it would be easier. I began too late . . ."

Successful students said:

"I think the teacher should be patient if the student doesn't seem too interested at first because it is very difficult for some people to learn shorthand but once they begin to catch on it's easier."

"Be patient. It really is confusing at first . . ."

"Get the kids to study from the beginning . . ."

Successful students also indicate they are aware of another important element in a good lesson—keeping the class alive, stimulated and interested; providing for a change of pace.

One advised teachers to make the course more interesting so it wouldn't be a matter of constant drilling and dictating. Several others made similar comments; one suggested games and recitations.

THERE IS MUCH TRUTH in all of this, just as there is truth in statements made about the need to know something about an elective before enrolling in the course. One, who failed, said:

"I had an altogether different idea of what it was like and I was disappointed."

Another felt teachers should make it clear shorthand is not just a subject to fill in spare time.

And another admonished that "teachers should tell us beforehand just what we're in for."

At a time when so much is written and said about how 'easy' the high school has become, it is interesting to report students remarking that they do not advocate teachers being 'easy' on them but rather that they would prefer to be made to get down to work.

"When a student starts shorthand, the teacher should really make him work . . ."

"Teachers should give students an idea of just what is required of them, the importance of nightwork, and paying attention" (from a student who failed).

Finally, one unsuccessful student reported:

"Teachers should let the students try shorthand for six or 12 weeks. If they like it, they will be at least average in it. If they aren't interested, talk to them. If they keep missing homework, perhaps it would be best to dismiss them from class. If they see their mistake, they will come back."

These are some of the things high school students say teachers should do. Evidently, these things are important to students, things they think about in classrooms.

Their ideas are neither new, nor different, nor unique. Indeed, they are some of the very fundamental and basic ideas in education. But this is thought-provoking:

How much do they reveal of current practices?

Perhaps all areas of vocational education could be improved if teachers and administrators would make an effort to secure evaluations from students.

Dr. Meyer is Assistant Professor of Business Education, Duquesne University, Pittsburgh, Pa.

[1] Bernadine Meyer. "A Study of Selected Factors Possessed by Drop-Outs and Non-Drop-Outs in Eleven Western Pennsylvania High Schools." Unpublished Ed.D Dissertation. Teachers College, Columbia University, 1956.

Beware— *Challenge—* *Defeat—* *Fight—*

THE ENEMY UNSEEN

By Melvin L. Barlow

STRANGE AS IT MAY SEEM, our success in vocational education may be a major stumbling block in the future development of the program. Successful ventures in vocational education are the rule, not the exception.

We have perfected our organizational and operational skills to such a degree that the chances are exceedingly good that any new program will not only survive—it will surpass expectations. Yes, we know the workable combinations, and we have developed the ability to utilize resources of individual initiative and energy in the area of vocational education.

It has been said, and truly said, that vocational education is one of the greatest successes of the century. But therein lurks the enemy unseen.

FIFTY YEARS AGO, the hope of the educational world was vocational education. Prominent men, representing a multitude of vocations, urged the schools to include it in their curricula as vital to social and economic welfare. Traditional subject matter areas in the high school, and university domination of the high school curriculum, were bitterly attacked.

The story, in one form or another, may be read in almost any educational journal of that period. One reference from the year 1906 will serve as an illustration:

"Less than six per cent of the high school pupils are going to college. Over 90 per cent of our teaching energy in the high schools of California is spent in the interests of college entrance subjects.

"The demands of modern life are certainly greater than those of 30 or 40 years ago. But our educational advance has not kept pace with these demands. What preparation for lifework has the boy received at the end of the eighth grade or even at the end of his present high school course?—The three R's include it all.

"We have talked of making our pupils cultured, and we have referred to the vocational subjects as though they were anti-cultural in their effect. And one would almost be led to believe that the only real education is that which develops a man's mind but which leaves his hands unable to perform a task that is of economic value." [1]

These statements seem so up-to-date it is difficult to believe they were written half a century ago. Numerous facets of the subject matter battle flared into print, with each area alternately justifying itself and then calling attention to the shortcomings of one or more of the other areas.

Trenchant pens produced hurt feelings, emphasized narrow points of view, and made little or no contribution toward effective integration of subject matter.

Of course, the subject matter controversy had emerged much earlier than 1906, and continues even today. But when vocational education made its debut, it did so in an environment of furore, temporarily on the side of the "new education." And the vocational movement in American education began.

LEADERSHIP IN THE interests of vocational education emerged from every quarter of human endeavor. It is interesting to note that the Committee that met in San Francisco in

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[1] James Ferguson, "The Pupil Who Is Not Going to College," *California School Journal*, Vol. I, No. 3. Feb. 15, 1906, pp. 10-12.

A Prominent Vocational Educator Warns His Profession Its "Successes" May Bear Seeds of Perils—

1915 to form a society to promote vocational education was composed, in part, of four superintendents of schools, a mayor, five Chamber of Commerce presidents, and five representatives from nearby universities, as well as representatives of labor, industry and the public.

The founders did not want the vocational education movement to become narrow at its base, and they said so in many publications. Now and then, out of the turmoil of controversy and public sentiment, more rational proposals as to subject matter began to attract attention. One came from a Latin teacher (later Dean of Education at a prominent western university) who sought a harmonious environment for vocational education in the educational world. Speaking to a group of teachers in 1916, he looked forward 34 years to what he expected to find:

"The year is 1950 or thereabouts. A young seeker after knowledge and after the high-school certificate for California is reading in a Cyclopedia of Education the article 'California,' sub-heading, 'Secondary Education.' This is what he reads:

"*Vocational Training.* In the interests of individual and national preparedness and in keeping with the insight that while a life worthy of humanity is the master career to be aimed at, a vocation is an essential means for realizing such a life, California has created, as an integral part of her secondary school system, the vocational courses for training necessary to give each child a complete education. For subnormal pupils, they begin whenever advisable. For the majority they generally grow out of and succeed the intermediate secondary grades and vary in length, according to the technical requirements of the different callings. For a steadily increasing number, they constitute the advanced training of the junior colleges. [In California the junior college has been legally a part of the secondary school system since 1909.] Provision has thus been made not only for the few, as formerly, through the professional schools of universities, but for all, through such lower and middle kinds of vocational schooling.

"Whenever practically possible, however, the establishment of secondary vocational schools has been avoided. The tendency, once so strong, to ape European systems based on caste has been successfully overcome. The inclusive secondary school is the rule. The following guiding principles are in control: First, no vocational course must be so narrow in aim and scope as to cheat the pupil out of his heritage of race culture and to prevent the making of a living from contributing to the making of a life. Second, no general course must be allowed to become so narrow in aim and scope as to deprive young people of the opportunity of acquiring the economic sense and of finding themselves and their fellowmen by many-sided doing, related directly at one point or another to the business or the agriculture or the industries of the nation." [2]

For the most, Lange's predictions turned out well but he failed in part because he expected men to take reasonable courses of action, which they didn't always do. He really expected that the obvious and the inevitable would end subject-matter disagreements in a cooperative and tangible approach to the questions.

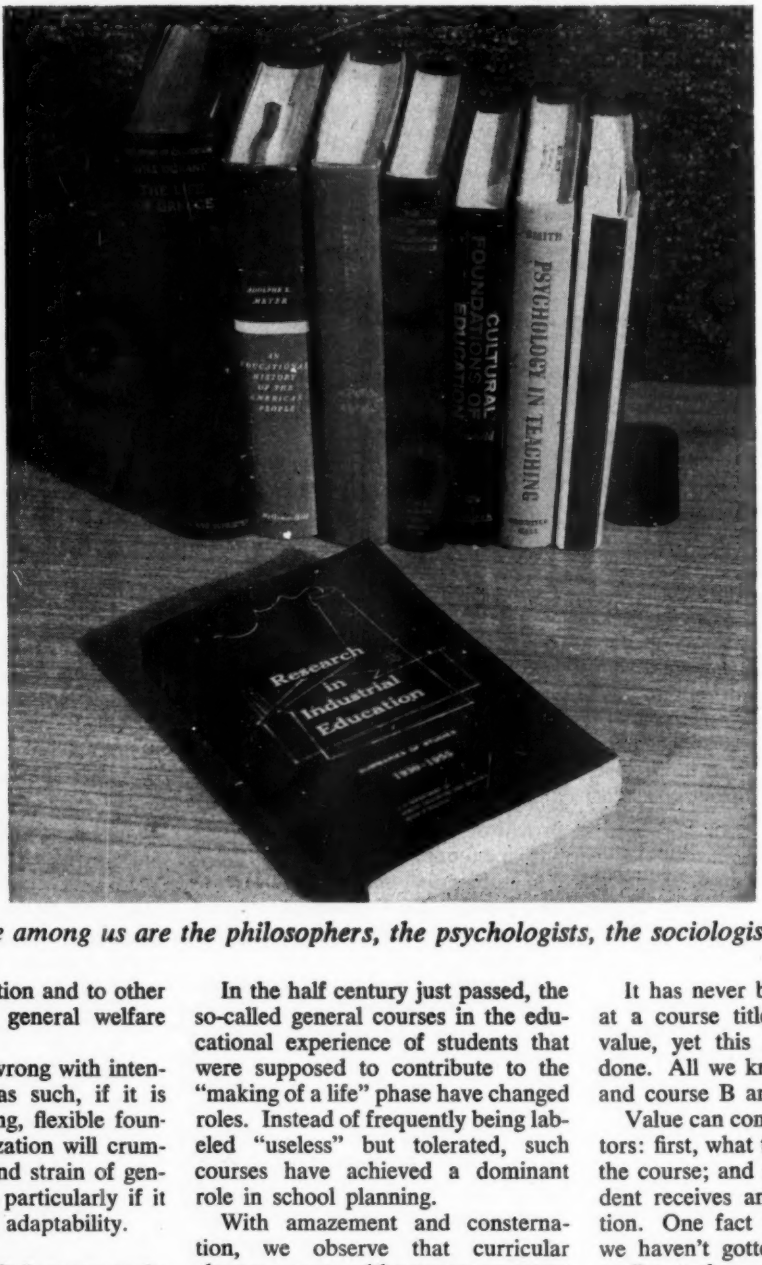
Lange's first principle, indicated above, reflected the tenor of the emerging national philosophy of vocational education. "Making a living" and "making a life" were not two separate, either-or propositions, but—instead—parts of a whole.

The wolf in sheep's clothing, the enemy unseen, lurked in the background. For while accepting this principle generally, we of vocational education interpreted our mission as related primarily to the "making a living" phase and assumed that somehow the "making a life" part would take care of itself. And we became very successful with the first phase.

In effect, we have produced national, state and local leadership with highly developed skills, limited in scope. It is almost as easy to deny this as it is to assert it, but the fact remains that our contributions to

[2] Alexis F. Lange, "The New High School and the New High School Teacher," *School and Society*, IV. (Aug. 19, 1916), pp. 267-272.

There's a Lot More Mileage in Vocational Education



Where among us are the philosophers, the psychologists, the sociologists?

other areas of education and to other phases of the total general welfare are sadly lacking.

There is nothing wrong with intensive specialization, as such, if it is supported by a strong, flexible foundation. But specialization will crumble with the stress and strain of general social progress, particularly if it is not endowed with adaptability.

WHERE DO WE find among us the philosophers, the psychologists, the sociologists of vocational education? We do not find them because they do not exist.

Turn back the clock 50 years and it is much easier to find such multi-endowed individuals. Can this be evidence of the work of the insidious enemy unseen? Is there a parallel between the plight of vocational education and Toynbee's "arrested civilizations?"

In the half century just passed, the so-called general courses in the educational experience of students that were supposed to contribute to the "making of a life" phase have changed roles. Instead of frequently being labeled "useless" but tolerated, such courses have achieved a dominant role in school planning.

With amazement and consternation, we observe that curricular changes occur without any apparent regard for vocational education. It is often dropped from the curriculum to be replaced by new subject matter areas, or even old ones bearing a modern stamp of approval.

Why?

"Well it's that three-hour course, it's too hard to schedule," we are told.

Or "we must design the curriculum so more students can take the 'solids' "—a demand of the technological age.

It has never been possible to look at a course title and decide on its value, yet this is precisely what is done. All we know is that course A and course B are different.

Value can come from only two factors: first, what the teacher does with the course; and second, how the student receives and uses the information. One fact stands out clearly—we haven't gotten nearly the "mileage" out of vocational education that it is possible to get. For some students, the last opportunity they may have to achieve some of education's general goals may be in a so-called vocational class.

VOCATIONAL EDUCATION has been called upon time and again to defend its program. We point with justifiable pride to our successes, but the proponents of the "making-a-life" phase are not impressed. I

The Enemy Blinds Us to Rich Resources of the Program

effect, the label "useless" is handed back with the additional observation that vocational programs deny the individual his full cultural heritage. In some educational circles, the word "vocational" has been used to label courses or programs as unworthy or second choice, at the best.

Through some means yet to be discovered, specialists representing the "making a living" area and the "making a life" area must join their efforts, because these areas are miscible. It seems obvious, under the circumstances, that vocational specialists must take the initiative in bringing about cooperative relationships directed toward subject matter integration.

This is not compromising vocational education because the idea was built into the movement at its very beginning. The interests and competencies of vocational educators must include a much larger horizon than the "lathe" or the "plow" if their program is to survive. There is an imperative need for a creativity which not only maintains the core of vocational education philosophy but which dares to shed wornout peripheral minutae.

Inevitable changes must affect vocational education in the total and in all of its parts. Vocational educators must become "educators" in the most expanded sense of the term—all this and heaven too. Reluctance, satisfaction with the status quo, pride in our achievements, and complacency are marks of the enemy unseen.

VOCATION REACHES so deeply into the lives of men, dominating their attitudes, convictions, citizenship, well-being, and the major portion of their day-to-day activities, that ought to be the fundamental goal of education.

We hope ninth graders in school today will become good citizens and good family members, and will learn to live with one another on both a local and world-wide community basis. Whether they do or not depends a great deal upon the complex influence of vocation upon their lives, but surely most of them will join the labor force or be dependent upon someone of the labor force. This is vocation in the broad sense, involving all persons and all jobs from accountant to zoologist.

Vocational education in the narrow sense—vocational education of less-than-college grade—is really not so narrow in scope. Eight or nine of 10 students in the ninth grade today will enter the labor force at some future date in jobs potentially covered by the *narrow* view of vocational education. Some will enter occupations that require such a short training period the school does not, or can not, provide for them. Others may be denied training for some entry occupations simply because the school has a crowded curriculum, or lacks classroom space, or does not choose to add any more vocational programs. This gets us right back to the subject matter problem with its controversy concerning values.

IT IS OBVIOUS that all students cannot take all courses. Changing job requirements indicates clearly that future members of the labor force must be better educated. But how can this be done?

Perhaps students could become better educated by taking more courses, through a longer school day and school year, or added years of schooling. Increasing the effectiveness and efficiency of what is now being done should help.

Another solution would combine some courses and shorten others. For example, one electronics instructor in cooperation with the mathematics and physics departments and, with the approval of the school administration and advisory committee, reconstructed the vocational electronics program so that students in his course earned credit at the same time in Algebra II and Physics.

A little creative effort among the subject matter specialists can solve some imperative problems in education and may even provide time in the student's career for French 1A and World Geography.

Vocational educators have not fully recognized and capitalized upon the general education values in vocational programs. We could not move these general education aspects from vocational programs if we tried, but we have effectively disregarded their presence by our intense preoccupation with vocational values.

General education does not consist of a certain body of subject matter outside vocational education, but it does consist of goals which should be characteristic of the educational experience of all students. These same objectives apply to vocational education just as they apply to any other subject.

Someone once described this principle by the following illustration: Write on a blackboard all of the general objectives of education. In front of this blackboard place a large picture frame. Now insert in the picture frame a transparent plastic screen. Write on the plastic screen the name of any subject matter area—History, for example. The name of the subject matter area—History—can be seen prominently in the foreground, but in the background one can also see all the general objectives of education. Remove History and write Electronics. The objectives of education are still in the background. No matter how one changes the subject matter area, education's goals show through.

VOCATIONAL EDUCATION does have a relationship to, and a responsibility for, the general goals of education. Unfortunately, our enemy unseen, appearing in various places and disguises, sometimes blinds us to one of the rich resources of vocational education.

The *making of a living* and the *making of a life* are inseparable principles which were characteristic of the vocational education movement at its birth. We have reached a state when it is imperative that we review our programs on the basis of broader evaluative criteria. Appropriate integration of the vocational program with other subject matter areas is essential to continued success. This means vocational education must impose upon itself far higher standards than ever before. If we are to climb out of the rut leading to oblivion, we must recognize and fight the enemy unseen at every step.

COOPERATIVE ACTION

against the machinist shortage

By Harry A. Williams

THE SHORTAGE of well-trained auto mechanics is not new. It has been creeping up on us ever since World War II, when motor vehicle registrations spurted. The rapid rate of growth continues unabated and is expected to go on indefinitely.

The number of cars and trucks in America has practically doubled in post-war years. At the same time, great changes are taking place in their design and engineering. Automatic transmissions, power steering, power brakes, high compression engines and many other refinements call for a higher degree of skill and knowledge on the part of the service mechanic.

In short, the number of vehicles to be serviced has been growing faster than the mechanic work force, and vehicle design has outpaced the techniques and facilities for training mechanics.

THE AUTOMOTIVE industry is fully aware of this. In fact, both factories and dealers were doing something about it before it became a real problem.

We have been concerned more with the quality of mechanic training than with numbers. After all, men are always around to take good jobs. The problem is finding qualified men.

Here are the statistics.

Some 67,200,000 cars, trucks an buses are in use in the nation, wit about 775,000 mechanics available t service them—one mechanic to abou 87 vehicles. In 1950, the ratio wa one to 73.

The United States can expect som 85 million cars, trucks and buses t be in operation in nine or 10 years

Thus, to maintain the present one to-87 ratio, mechanics must increas at approximately 40,000 a year. Thi figure includes about 20,000 wh normally would replace those leavin the trade because of death, retire ment, or other reasons. The othe 20,000 represents those needed t catch up with vehicle registrations.

And, to restore the 1950 ratio, w would actually need 150,000 mo mechanics right now. To get bac to the 1950 position by 1967, w need new mechanics at a rate of 5 to 60 thousand a year.

As Myrle St. Aubin pointed out a recent American Vocational Ass ciation Convention, the trained m chanics needed merely to hold o present position is more than thr times the number being graduat from vocational schools.

NOW, WHAT has the automoti industry been doing about this sit ation?

A great deal. But we know th much more work is needed to resto

Mr. Williams is Managing Director, Au mobile Manufacturers Association. T material is taken from a speech he p sented at a luncheon for education o cials several months ago.

IN TRIBUTE

The JOURNAL feature presented on these pages reviews some of the contributions of the Automobile Manufacturers Association to the promotion and further development of training for automotive mechanics.

In recognition of these achievements, AMA accepted the American Vocational Association's coveted Award of Merit at recent ceremonies in Detroit. A. D. Althouse, Detroit Assistant Director of Vocational Education, made the presentation in behalf of AVA.

The Nation Can Ill Afford to Waste Youth's Capabilities

balance in the service side of our business.

Of course, the dealer and his customers were the first to feel the mechanic shortage. Dealers have been working on the problem from various angles. The mechanic's income and employment benefits were improved, but the dealers simply found themselves bidding against other dealers, service stations, and independent garages for the competent men available.

Some dealers, too, have worked with local schools, supplying equipment and know-how for school auto shops, and providing on-the-job training opportunities in their own service departments.

Phil Hopkins addressed the nation's auto dealers on this subject last year. He called the mechanic shortage one of the industry's most pressing challenges—one to be met only through the combined efforts of manufacturers and dealers working closely with vocational educators.

And this brings me to the cooperative program that has been underway for 12 years.

SHORTLY AFTER World War II, the Service Managers Committee of AMA recognized a need for improving mechanics training. Individual manufacturers were setting up new training courses and clinics to upgrade the abilities of mechanics already at work in dealerships. But much was still needed to be done about the basic training of new mechanics.

Vocational educators, too, were confronting the problem. In 1946, the AVA approached our Service Managers Committee for counsel and assistance. Out of this contact was established a working group we called the Automotive Industry-Vocational Education Conference. Many consider it one of the finest examples of industry-education cooperation in the nation.

From this conference has flowed a series of recommendations and actions. One of the most significant is the formulation of suggested standards for automotive service instruction in vocational schools. The recommendations, published in 1951 as a basic document, were revised in 1956. They cover all aspects of training, including recommendations on curriculum, student counseling, shop layout, teacher training, and school dealer relationships.

In the wake of these publications, schools throughout the country have revised their programs, new schools have incorporated the new standards, and new textbooks have been based on them.

ACTUALLY, THE Conference goal is two-fold: to improve the quality of training and to increase the number of able young men embarking on a mechanic's career.

Other specific actions have included:

- Helping to set up summer workshops and schools for auto mechanics instructors
- Arranging with colleges and universities to grant degree credit to instructors participating in such schools and workshops
- Publishing reports on vocational training and auto mechanics subjects

These activities and others carried on by the Conference, we believe, will not only have direct long-range effects, but also will result in numerous by-products of value above and beyond their specific objectives. One such by-product, we hope, will be to raise the prestige of the mechanics trade.

WE DO NOT claim our program is a cure-all for maintaining the quality of automotive service. But, we know it is making an important contribution.

And, we do not say the two new phases I am going to report are final answers. No simple, dramatic cure is in sight. But, we are taking and have been taking, long, purposeful steps toward solution. Here are two more:

THE AMA Board of Directors has approved grants to three universities —first to encourage students to prepare themselves to teach auto mechanics, and secondly to conduct basic research into what personality and aptitude qualities go into the make-up of a good candidate for mechanic training.

Aimed at the first goal are grants of $2,500 each to Wayne State University and to the University of Illinois, providing scholarships for courses leading to careers as automobile mechanics teachers.

It is the Conference's hope these grants will serve to set off additional scholarships, sponsored perhaps by other industries or groups concerned with the need for well-trained mechanics. Certainly, mechanics can be only as good as the teachers who instruct them.

The second action of our Board was to approve a seven-year research program by the University of Michigan at a cost of $140,000. The assignment is to develop criteria for selecting students suited for automotive courses in vocational schools.

Vocational educators have found that many students entering automotive programs are not really fitted for the trade and stand little chance of success. On the other hand, qualified students often are guided into other fields. This is not the fault of counselors. The simple fact is that they have no tested criteria for appraisal of a prospective mechanic.

Research is of a long-term nature so as to develop original testing procedures of many kinds, apply the tests to students, and then follow their progress through school and early employment.

In addition to the funds provided by the industry, the University is contributing generously to the project by providing valuable staff services.

We expect to realize compound interest on these two investments.

THE AUTOMOTIVE industry, the nation's motorists, and the nation itself can ill-afford to waste the capabilities of youth, either through misguidance or lack of opportunity. If we can find the way to channel more and more capable young men into the mechanic field, and to steer away those not qualified, we think the benefits will multiply.

True, these are slow-moving ventures, the results not to be felt for some years. But such things take time and can be undertaken only with much patience and foresight. Let us be thankful they are now under way.

GOING UP?

Miami's famous hotel training school offers sound preparation for careers in a business that keeps on booming!

by H. R. Cole

DURING THE LATTER 1920's, the hotel employment situation in the Miami area was acute. There were few locally trained employees and hotels, then operating seasonally, had to import help from the north for a short winter season.

Many local people realized that persons with established residences have a greater community pride and would make better employees, if properly trained. A group of these people organized the Citizens Committee to recruit local people for employment.

During 1928 and 1929, many people such as salesmen, day laborers and others dependent on weekly payrolls, were out of work. Up to this time, the only vocational courses in Dade County (Miami) were in agriculture. Inasmuch as Miami's largest attraction was tourism, the Committee felt residents should be trained for this field.

THE FIRST ATTEMPT at training for these services was made through the School Board, under Citizens Committee sponsorship. Two classrooms were set aside for classes as an experiment toward furnishing hotel employees. One classroom had a bed for teaching hotel methods of bedmaking. This was the extent of the maid training, as there were no bathrooms to clean—just a classroom for theory, and one bed.

The other classroom had two small tables set up so that waiters and waitresses could learn the art of setting a service. Most training had to be theory.

It should be noted that no one on the Citizens Committee was in the hotel industry. Classes started in July, 1930, and it was not until two years later that hotel executives took part in advice and promotion.

In 1932, however, representatives of two hotels on Miami Boulevard joined the committee. Through their influence with the Hotel Association a small hotel, closed for the summer, was provided for training purposes. It had a front desk and space enough for a course in front office procedures and uniform service classes for bellmen, porters, and elevator operators.

One small disadvantage was that this hotel lacked a dining room. It was necessary to teach theory in a classroom and adjourn to a hotel across the street—in hours between lunch and dinner—for practical training in a dining room. The maitre d'hotel there was the instructor.

At that time, the Miami area was almost solely a winter tourist haven and, consequently, many hotels closed for the summer. Under the sponsorship of the Greater Miami Hotel Associations—and through its members—the school obtained quarters each year, from June until November, for practical training.

All courses were of equal length—90 clock hours. This, in some cases, was acknowledged as not sufficient. Front office procedure, for instance, now consumes 300 hours.

An auditing course on the NCR 2000 was added to the front office procedure program in 1951

SECURING LARGER HOTELS during off-season was a great step forward. Training was accelerated, based on a standard 100-room hotel, with many more opportunities for maid practice, complete dining rooms and kitchens for waiter training. Front office facilities were as good as could be expected.

For practical training, students took turns as guests; the others offering services. Thus, each student would act both as employee and guest some time during training. Considerable self-criticism can develop in this situation.

Use of hotels in off-season went on until 1951. By then, some 12 different hotels has been used, both at Miami Beach and in Miami. Some were interested enough to lend their facilities more than once.

SCHOOL BOARD members first considered utilizing the Lindsey Hopkins building as a training center in 1939. They proposed building a hotel of 100 rooms on the top floors.

This idea interested a man who was then Educational Committee Chairman for the American Hotel Association. When he later became President of AHA, he saw to it that the school received many checks to help furnish the 100 new rooms which were to be built as a training center. With the help of the Advisory Committee of the Greater Miami Hotel Associations, policies were set up for a training program and its practical applications.

In 1937, an abandoned elementary school was taken over for a few classes of a trade nature. Offices of the hotel training program were in this building, but no space was available for practical instruction.

Guests check in and out at the fashionable front desk

Progress had been made in the procurement of the Lindsey Hopkins building for studies by 1941, and the vocational center got its start. Shortly afterward, however, the Army moved in and utilized (during World War II) the top three floors that had been set aside for the hotel program. This was a setback. For the next five years, the training program stayed on a seasonal basis in available hotels.

Shortly after the war, however, work began on the hotel and a number of extension classes were held in classrooms throughout the building. These included transcript, front office psychology, food costs, sales, hotel law, and occupational Spanish. By 1950, sufficient classroom space and hotel area was available for full-time classes. At this time, a re-evaluation of the needs and the type of training was made, with recommendations that led to the present system.

Courses now covered practically all working positions within the hotel. No effort was made to venture into administrative courses, as our Committee felt these would take too long to teach and that the greatest need was for positions under the administrative level. Shortly after the hotel dedication in 1951 by the Governor of Florida, a class was established to round out front office training with an auditing course on the National Cash Register 2000.

NOW, COMPLETE facilities make it possible to offer any training necessary for the hotel field or, at least, any that the trade demands. Enrollment has increased to the extent that night classes are necessary in such courses as NCR 2000, switchboard operation, and linen room. Night programs also include such advanced instruction as sales promotion and night auditing. Thus, complete courses are offered in front office procedure, front office cashiering (mainly for women), NCR 2000 auditing, NCR 2000 posting, hotel switchboard, switchboard (manipulation), maid, linen room, houseman and bell-man—all on a full six-hour day, weekly basis.

One 1951 feature was the organization of food handler courses. Sanitation is of such importance that Dade County requires all persons handling food to attend these classes and qualify for a certificate of attendance that must be renewed every two years. These food handler courses, developed slowly, have become very popular as management now recognizes their importance. Classes are large and are held during peak seasons, from October through May, to accommodate the great influx of workers.

These courses, subsidiary to the general program, average an annual enrollment of more than 5,000. In general hotel classes enrollment is about 1,250. This is a fair showing when it is considered that the front office procedure class, including the NCR 2000 auditing, consumes 15 weeks, with other classes in proportion.

Mr. Cole is Supervisor of Hotel Training, Lindsey Hopkins Education Center, Miami, Fla.

Bedmaking is checked at the hotel training school that offered its initial instruction in 1930.

A NEW AVENUE of expansion is being explored through the cooperation of Margaret Gilkey, Director of Guidance, Dade County Board of Public Instruction, and local high school counselors. Top high school students who do not go to college will be interviewed in the hope that they will choose the hotel field as a profession.

The hotel program operates at a minimum cost. A nominal materials fee charged to the student covers nearly all materials used in his class. The largest materials fee is $15 for the NCR 2000 course. There is no materials fee for the maid course.

With State Foundation funds to pay teachers and with fees collected on internal accounts, the cost to Dade County in local funds is about $9,975. Thus it is felt that with more than 5,000 food handlers and upwards of 1,250 hotel training students, the cost per student hour is small.

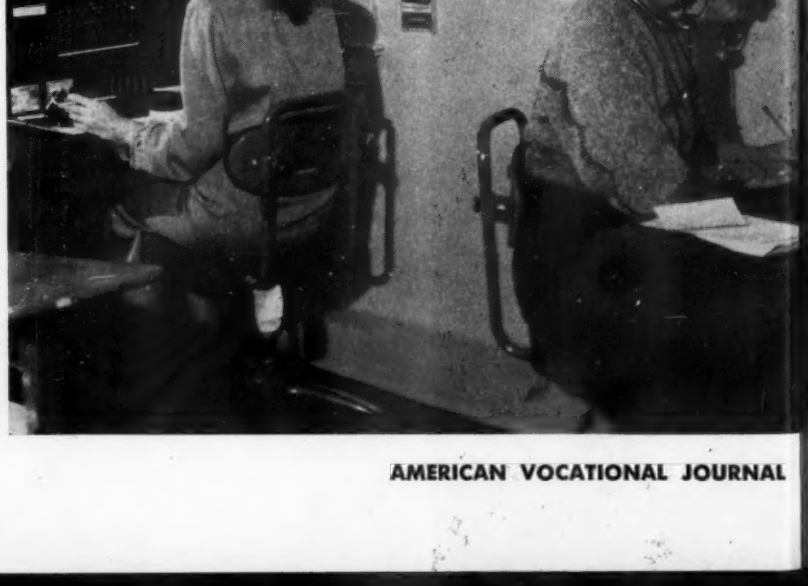
In estimating the cost of equipment and facilities, it is necessary to consider that the hotel unit was built for the express purpose of use as a training field. Bookkeeping on the hotel and the classrooms is handled separately. The hotel part was built for approximately half a million dollars, and most furnishings were secured by pledges from hotels and hotel organizations throughout the country. This equipment, other than the physical plant itself, runs to about $88,000. It includes furnishings and front office equipment.

The classroom area is considered well equipped for training. A great many adding machines, auditing machines and telephones, as well as a good supply of housekeeping equipment facilitates practical training. For example, the NCR 2000 course has 11 National Cash Register machines —one of the largest concentration of training machines in the nation. All equipment and materials needed to operate classrooms represent an approximate $32,000 investment. None of this could have been obtained without the help and cooperation of the hotel people.

Through the last 27 years there have been a great many developments from the instruction offered at Lindsey Hopkins. Placement service files show that many students have progressed from basic training to hotel managers, and even owners.

Acknowledgement of this training is accorded by many hotels in the Miami area. Last year, 525 different hotels called upon the placement service for trainees.

Instructors and other personnel connected with the program are therefore deeply satisfied, knowing they are successfully training people to make a living and progress in their chosen fields.



In 1957, the Lindsey Hopkins placement service was used by more than 500 hotels throughout Miami's area.

Job Counseling,

Tailored-to-fit

by Thomas A. Routh

TO A CERTAIN extent, many accepted psychological tests used by vocational counselors leave something to be desired. This is preeminently true of tests used to measure occupational interests.

Some that are used to render a psychometric analysis are woefully inadequate as guideposts for the vocational guidance of many people. We seriously question their validity. In time, of course, they may be improved. At present, however, many are practically useless.

It is precisely in the administration of interest inventories and vocational preference tests that serious problems come up for both counselee and counselor.

In the first place, many people seeking vocational guidance are from the lowest socio-economic levels, with correspondingly low IQ's. The big problem for any counselor in applying a standard interest inventory is that the inherent verbal difficulties of the test may so confuse the testee that it would be more prudent not to use it. In such cases, the counselee either lacks the intelligence, the vocabulary or the experience necessary to contend with the test items. Perhaps the greatest difficulty is encountered when the testee cannot be expected to have even dim concepts of many of the items presented to him.

Many of the items found on these tests, however, are most useful in providing a qualitative analysis of an individual. It has been found, too, that personality functions—rather than weaknesses in the test—cause some persons to become confused by too much verbalization.

WE TREAT here only the practical aspects of working with people and trying to offer adequate vocational guidance in view of the testing instruments that are available.

Mr. Routh is Counselor, Florida Council for the Blind.

If a person's IQ, then, is substantially low; if his socio-economic background and realm of experiences are equally low; then we must work toward securing possible vocational choices for him by making choices on an interest inventory easy enough for him to grasp.

In such a situation, the best thing for a counselor to do is to re-arrange, and change the interest test items so they can be readily understood. Perhaps the wording should be changed, too.

IN SUITING the items to the mentality of the individual, we should never forget that many people of low IQ simply cannot choose between two detailed items in verbal form. In some cases, before reading the entire question the testee will have forgotten the original thought presented. Many are hopelessly confused when confronted with such verbal difficulties. It is well, therefore, to reduce questions of many words to a brief, direct query.

It is true, of course, that if we must change or re-phrase the wording of a validated test, the norms established for it no longer obtain. By changing the items, we change and alter the reliability of the instrument. But we maintain it is better to have at least some indication of a person's vocational choice than to have to stop testing him because he is stumped by verbalization.

We are almost forced to work with a potentially employable person in view of his physical, mental and psychological assets and liabilities. When a testee has a low IQ, limited experiences or verbalization problems, it would seem wise to discard the tests and try to help him as best we can.

It is necessary to work within the scope of the abilities of the individual, not beyond them.

It should be pointed out that, to an almost overwhelming extent, the validity of any type of interest test depends on the amount and type of experiences available to the person tested.

If, for example, a person was born blind, we might very well question what basis of comparison he would have if given a representative type of interest test. Many persons who were born blind would not have any concepts of many items.

THESE INTEREST TESTS, in the main, tell only of broad, general areas of an individual's choice though many times they indicate general attitudes toward himself and society. In the final analysis, however, it is not usually possible for the counselor to isolate sufficiently the available interest tests to determine the precise particular job the individual should be trained to enter. The answer does not lie in more refined tests. We have enough tests as it is. After a general occupational area has been determined for the counselee, it is the counselor's responsibility to utilize his own more subjective skills in a particularized, individualized type of tailored job counseling.

According to accepted views on psychological testing, the determination of the interest pattern of a person of below average IQ might very well be an occasion when testing would seem inadvisable as the results should be viewed with skepticism.

We admit that on these tests, thus far, we have been lamentably unable to test the tests we employ. We do maintain, however, that while we may not be able to verify the reliability of over-simplified vocational preference tests, it is often necessary to use them.

Otherwise, how can we hope to solve the vocational problems of many persons who need such help?

* * *

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Is It the Job or the Man, Vol. 30, No. 2, February, 1955, AMERICAN VOCATIONAL JOURNAL, Washington, D. C.

Evaluation of Client Potential, Vol. XXIII, No. 3, May-June 1957 JOURNAL OF REHABILITATION, Washington, D. C.

Emotional Counseling Means Real Sharing, Vol. 5, No. 4, Summer 1957 VOCATIONAL GUIDANCE QUARTERLY, University of Michigan, Ann Arbor.

Treasurer's Report

By Dr. Charles W. Sylvester

Balance in Bank, November 30, 1957			$ 12,542.76

RECEIPTS

Association			
Membership Dues			
Affiliated and Direct	$138,427.00		
Life	3,047.00		
Contributing and Sustaining	220.00		
Student	1,034.60	$142,728.60	
Publication Sales		2,442.40	
Interest on Investments		1,821.50	
Contributions			
For Convention Activities		1,679.12	
Travel of Officers		431.87	$149,103.49
Annual Convention			
Rental of Exhibit Space—Buffalo		16,468.05	
Registration Fees—			
Philadelphia and Buffalo		3,215.50	
Miscellaneous		261.06	19,944.61
The American Vocational Journal			
Advertising		16,000.76	
Subscriptions and sale of JOURNALS		3,211.95	19,212.71
Miscellaneous			
Scholarship Funds, IA & Agr.		1,000.00	
Transfer from Savings Account		3,000.00	
From Vermont Fed. Savings & Loan		4,000.00	
General, including Refunds		125.09	
Reconciled Accounts (Collections)		1,762.80	9,887.89
GRAND TOTAL			$210,691.46

EXPENDITURES

Association			
Personnel Services			
Salaries:			
Executive Staff and Treasurer	$ 23,236.67		
Stenographic	26,727.54		
With. & Social Security Taxes	12,659.75		
Annuity for Executive Staff	3,522.97		
Retirement Clerical Staff	2,350.93		
Hospitalization	719.18	$ 69,217.04	
Annual C.P.A. Audit		150.00	
Legal Consultant		900.00	$ 70,267.04
Travel			
Exec. Sec. & Staff	4,571.76		
Executive Committee	6,429.97	11,001.73	
Office Services			
Printing, Postage & Stationery	6,670.07		
Officers' Handbook	497.71		
Dues and Memberships	855.73		
Telephone and Telegraph	1,246.98		
Equip., Supplies	4,112.02		
Office Rent	5,715.00		
D. C. Taxes	999.09	20,096.60	
Miscellaneous			
General:			
Special Conv. Activ. Fund	1,679.12		
Scholarships—Agri. & IA	1,000.00		
Miscellaneous	678.08		
Investment—Savings Bank Deposits	10,000.00	13,357.20	
Reconciled Accounts (Collect.)		1,762.80	116,485.37

American Vocational Journal			
Printing and Mailing JOURNAL		39,494.47	
Engravings		3,510.08	
Salaries		8,023.09	
Editorial Board Travel		854.27	
Maintenance, Mailing List		1,872.06	
Postage		1,298.26	
Office Rent		750.00	
Advertisement Commissions		4,449.49	
Special Art Work		583.07	
Petty Cash		349.57	
Miscellaneous		1,186.67	62,371.03
Annual Convention			
Commercial Exhibits		3,562.00	
Convention Program		2,083.50	
Entertainment and Special Dinners		1,199.31	
Honorariums and Section Programs		716.02	
Refunds on Exhibit Rentals		330.00	
Convention Printing and Postage		908.38	
Miscellaneous		608.18	9,407.39
Committees			
Publications and Information			
Salaries	427.78		
Printing	972.59		
Postage & Expr.	216.04		
Travel	130.85		
Office Rent	375.00		
Miscellaneous	167.01	2,289.27	
Program Development			
Travel, Communication, Postage		5,744.18	
Special Committees			
Agricultural	846.33		
Great Cities	109.75		
A.I.A.-A.V.A.	154.90		
Industries	406.13		
Business Education	31.83		
CNO	607.21		
Apprenticeship	37.25		
Distributive Educ.	939.42		
Home Economics	365.18		
Industrial Arts	525.60		
Membership and Awards	2,408.54		
Safety Education	282.80		
T & I	1,491.39	8,206.33	16,239.78
TOTAL EXPENDITURES			$204,503.57
Balance in Bank, November 30, 1958			6,187.89
			$210,691.46

TOTAL ASSETS AS OF NOVEMBER 30, 1958

Balance in Bank, November 30, 1958		$ 6,187.89
U. S. Savings Bonds (Series K) Pur. Feb. '55—10M	$ 9,670.00	
U. S. Savings Bonds (Series K) Pur. Mar. '56— 5M	4,855.00	
U. S. Savings Bonds (Series G) Pur. Dec. '49— 5M	4,850.00	
U. S. Savings Bonds (Series G) Pur. Apr. '50—10M	9,700.00	
U. S. Savings Bonds (Series G) Pur. Jan. '51— 4M	3,856.00	
U. S. Treasury Bonds, 3%—1955 Pur. Feb. '55—14M	14,000.00	
U. S. Treasury Bonds, 2½%—'64-'69	500.00	
Baltimore Federal Savings & Loan —Int. 3½%	10,000.00	
Vermont Federal Savings & Loan —Int. 3½%	5,071.53	
Savings Bank Deposit—Int. 2½%	3,093.29	
Total Investments	$ 65,595.82	
Active Life Membership Fund	$60,182.50	
Balance—AVA Reserve Fund		5,413.32
Inventory of Office Equipment (July 31, 1957)		9,255.40
TOTAL ASSETS (Excluding Life Memberships)		$ 20,856.61

By Donald B. Pfleiderer

E. P. Reed, Extension Agronomist, Ohio State U, discusses results of a demonstration plot with students of vo-ag, Continential, O.

Plots and Plans

IS DEMONSTRATION THE KEY STEP in getting farmers to adopt improved practices? Experience in Ohio and elsewhere over several years seems to indicate it is.

Farmers, like other people, pass through certain stages in accepting new ideas. These may be listed as awareness, investigation, demonstration (trial) and adoption. Naturally, rejection could be the result, instead, at any stage.

Different educational media or techniques are effective at each stage of this process and one is no less important than another. The real key in most cases, however, seems to be the practical demonstration or trial, where the farmer can actually see, on his own farm or under conditions comparable to those on his own farm, how the new practice actually works.

WHEN WE SPEAK of a demonstration, we in Ohio refer to the trial of one or more approved practices on an individual farm. The trial is usually limited to a small area, the results to be compared with "usual" practices on the rest of the field or farm. Demonstration plots should not be confused with "test" or "experimental" plots used for research by experiment stations.

A recent survey in Iowa shows almost half of the farmers adopting new practices do so after a "seeing-is-believing" experience. Another study in Wisconsin indicates that farmers with children in FFA or other club work adopt more new practices than those without children in such organizations.

Realization of these facts, and others, has prompted an extensive farm demonstration program in Ohio. Demonstration now constitutes an important part of the agronomy education programs of vocational agriculture teachers both in high school and adult classes.

THE DEMONSTRATION technique has been used by teachers in Ohio to some extent since around 1918. But the present program dates back only to 1952, when a research fellowship was established at Ohio State University to develop procedures for setting up local demonstration plot programs under the supervision of vo-ag teachers. Results have been most rewarding.

In 1952, when the study began, 64 of Ohio's 333 vo-ag departments cooperated and 483 students (including 166 adults) had demonstration plots.

By 1957, 274 of the state's 350 vo-ag departments were taking part in the program. A total of 2,049 students—663 of them adults—laid out 3,052 demonstration plots:

Corn, 2,455; wheat, 161; oats, 100; soybeans, 176; rotational pasture, 83; permanent pasture, 58; and other, 19. (The figures refer to the number of plots).

Demonstrations usually are evaluated in economic terms, that is: will the new practice "pay" if adopted as regular practice?

While it is early, yet, to appraise all of the effects of this program, it is possible to quote individual and community achievements.

GILBERT GUILER reports that demonstrations were a key factor in boosting the average corn planting rate in the Canal Winchester community from 11,000 plants an acre in 1951 to more than 14,000 in '57.

Individual project summaries of nine corn planting demonstrations by Berlin Heights High School students indicate that a top plant population

(Continued on page 31)

Vo-ag high school students weigh corn from a demonstration plot

Dr. Pfleiderer is a Research Fellow, Department of Agricultural Education, The Ohio State University.

Teacher Evaluation

By E. A. Curry

IN SOME SCHOOLS TODAY, principals and supervisors still use the inspecting, judging and criticizing method to determine a teacher's ability and to correct faults. This of course was practiced early in this century. Emphasis was placed on what the teacher did wrong, with little attention to what he did right.

Better results are now obtained by cooperative methods, with principals, supervisors, and teachers developing together a successful program.

In evaluating a teacher's work, the supervisor should be aware of several factors that affect results:

● *Teacher's Program.* The teacher who has been assigned to teach three or more distinct courses—such as woodworking, drawing, general electrical, and auto mechanics—will have more difficulty organizing his courses than one who devotes his entire time to one subject.

● *Class Size.* The number of students in a class certainly affects results. A teacher trained for small classes may have difficulty with large numbers, and vice versa.

● *Teaching Schedule.* A teacher's schedule often causes difficulties. Leading educators emphasize the need for giving new teachers a light program. In too many schools the more experienced teachers get the gravy, and the new teacher takes what's left. Then, too, what's left is often a traveling schedule. A traveling schedule sets the stage for maintenance problems, personality clashes, and tardiness in meeting classes.

● *Teaching Conditions.* An outdated shop with obsolete equipment contributes to poor teaching conditions. Such problems as no instructional area or finishing room—or the lack of a welding booth—may cause difficulties.

Mr. Curry is Supervisor of Industrial Arts, Detroit, Mich., public schools.

● *Extra Activities.* It is important for teachers to participate in the over-all school program but it is possible for the teacher to become so overloaded with extra activities inside and out of school that he is forced to neglect regular class work.

The book *Democratic Supervision in Secondary Schools* states:

"The fundamental purpose in the measurement of teaching efficiency for supervisory purpose is to evaluate all the aspects of the teacher's personality, knowledge, ability and teaching equipment in order that means may be found to improve any aspects which may be less effective and thus increase the total teaching efficiency." [1]

Supervisors, principals and teachers will do a better job of evaluating an industrial arts program if they are familiar with what is expected.

The following items are to be considered:

● *Teacher Planning.* It is impossible to do a masterful job of teaching without a great deal of teacher planning. This should include over-all plans and term project plans, organization, and special lessons.

● *Student Planning.* It is essential that students be given the mechanics for planning and that they be taught how to plan and design projects.

● *Teacher Presentations.* Demonstrations, discussions, lectures, illustrations, teaching aids, text books, et al., should be viewed carefully.

● *Safety Program.* This should include general instruction—instruction on the safe use of each tool and machine, safety tests, the intelligent use of a student safety engineer, and safety posters.

[1] Charles W. Boardman, Harl R. Douglas, and Rudyard K. Bent, *Democratic Supervision in Secondary Schools* (Boston, Mass.: Houghton Mifflin Co., p. 251).

● *Shop Organization.* The plan for organizing the shop at the beginning of the term, the daily order of business, transfer of students from one project to another, the student-directed organization, handling of materials and equipment, and the closing of the shop—all these functions should be evaluated.

● *Administration of Shop Facilities.* This includes evaluation of the attractiveness and orderliness of the shop, maintenance of tools and equipment, storage and retailing of adequate supplies, an inventory, and constructing special equipment.

● *Pupil Attitude.* What happens to students is the test of a teacher's accomplishment. This includes: attitude of students toward shop work, personal traits developed, atmosphere in the shop, projects completed, and special attention that is offered to superior or backward children.

● *Teacher Growth.* It is important for teachers to develop and improve their competency. Participation in the over-all school program, attending conventions, subscribing to professional magazines, developing a professional library, working on committees, writing for the literature, and taking refresher courses should be considered when evaluating professional growth.

● *Community Relations.* The importance of any industrial arts program depends on its impact on the community. A teacher's efforts in community relations can be measured through displays of student projects, student participation in local and national contests and exhibits, making home visits, creating interest in home workshops, participating in parent and teacher organizations, and assisting in school functions.

Various methods are used in evaluating a teacher's work. They include shop visits, conferences, a variety of professional tests, pupil achievement tests, and various rating scales. These have value only as they are used intelligently and in cooperation with the teacher.

The rating form shown here was planned to be used cooperatively with teachers: as a guide for promoting industrial arts, as a guide for teacher self-evaluation, as a rating scale for principals and supervisors, and as a basis for conference and discussion.

	1	2	3	4
A. Teacher Planning				
1. Develop a semester's plan of work				
2. Write project teaching plans				
3. Write plans for organization lessons				
4. Develop plans for teaching lessons with film strips				
5. Write directions for substitute teacher				
6. Plan for special lessons				
7. Develop interesting projects				
B. Student Planning				
1. Provide planning sheets				
2. Conduct cooperative teacher-pupil planning				
3. Have pupils design projects from basic designs				
4. Have pupils design individual projects				
C. Teacher Presentation				
1. Arrange students for presentation				
2. Demonstrate to entire class				
3. Demonstrate to small group				
4. Give individual help				
5. Conduct discussions				
6. Present illustrated lectures				
7. Construct and give tests				
8. Illustrate on chalkboard				
9. Ask stimulating questions				
10. Use movies and film strips				
11. Use text, reference material				
12. Provide interesting instruction				
13. Make effective use of bulletin boards				
14. Make effective use of teaching aids or devices				
15. Use new teaching techniques				
D. Safety Program				
1. Provide general safety instruction				
2. Identify and teach safe operation of tools and machines				
3. Develop and give safety tests				
4. Make efficient use of a student Safety Engineer				
5. Have pupil sign a competency statement for each machine				
6. Give first aid intelligently				
7. Take precaution against fire				
8. Record accidents				
9. Use safety posters effectively				
E. Shop Organization				
1. Organize class				
2. Carry on two or more activities simultaneously				
3. Provide for students to progress individually				
4. Have a student organization				
5. Have a daily order of business				
6. Use time efficiently				
7. Systematize distribution of materials and equipment				
8. Prepare shop to be closed at end of term				
F. Administration of Shop Facilities				
1. Keep shop attractive and orderly				
2. Maintain tools and equipment				
3. Systematize material storage				
4. Eliminate excessive materials				
5. Maintain adequate supplies				
6. Construct special equipment				
7. Keep an up to date inventory				
8. Develop administrative devices				
G. Pupil Attitude				
1. Encourage proper student attitude toward the use of tools and equipment				
2. Work for good personal traits				
3. Have good group discipline				
4. Deal with individual cases				
5. Provide opportunity for guidance				
6. Provide for the pupil with special ability				
7. Provide time for students to complete all projects				
8. Care for those who are absent and/or late				
H. Evaluation				
1. Organize marking system				
2. Provide opportunity for students to evaluate work				
3. Interpret results to students and parents				
I. Teacher's Growth				
1. Participate in school program				
2. Attend and participate in conferences and conventions				
3. Subscribe to professional magazines				
4. Develop a professional library				
5. Volunteer and participate in committee work				
6. Write for the field				
7. Enroll in refresher courses				
J. Community Relations				
1. Submit projects for contests				
2. Participate in the Junior Red Cross Project				
3. Display students projects				
4. Participate in state and local exhibits				
5. Participate in parent-teacher organizations				
6. Conduct an adult program				
7. Make home visits				
8. Create interest in home workshops				
9. Provide for visitors				
10. Assist in school functions				

Note: This guide has been prepared to help teachers and principals evaluate industrial arts programs. Checking key: (1) high degree; (2) some extent; (3) very little; (4) none.

AVA Program of Work 1959

TO PROMOTE AND ENRICH VOCATIONAL AND PRACTICAL ARTS EDUCATION

a. Encourage AVA members to interpret contributions and importance of all phases of vocational and practical arts education to those persons who are in positions to augment such programs.

b. Solicit, for publication in the JOURNAL, articles on important issues and information related to significant developments in vocational and general education.

c. Urge the establishment of a national committee to define the duties and responsibilities of the practical nurse training program, based upon a wide sampling of recent trends.

d. Encourage all vocational and practical arts teachers to assume responsibility for counseling, in cooperation with professional guidance workers.

e. Urge the appointment of a director of research in the distributive education branch of the U. S. Office of Education.

f. Continue to cooperate with vocational leaders from foreign countries and assist them with problems upon request.

g. Establish a committee to assist in the identification of talented youth who should enter fields related to vocational education and who should be encouraged to continue their education to best utilize their full potentials.

h. Complete booklet on criteria for planning vocational and practical arts education facilities in cooperation with the American Institute of Architects.

i. Complete AVA bulletin on area vocational schools and programs.

j. Continue efforts to get representative advisory committees for trade and industrial education operating on a functional basis.

k. Continue staunch support of apprenticeship programs, including related instruction.

l. Encourage the U. S. Armed Forces and educational institutions to adopt Federal Security Agency Form 114 Revised and attached instructions as the mechanism for reporting vocational training records.

m. Develop convention programs and group activities of the highest professional calibre.

n. Give full support to every effort to gear vocational programs to adequately meet today's training needs.

PROGRAM DEVELOPMENT

a. Ask Congress to appropriate the full amount authorized for vocational education under existing laws.

b. Support adequate appropriations for the U. S. Office of Education, including earmarked funds for the Vocational Division.

c. Continue efforts to obtain additional funds at the local, state and national levels for use in expanding and improving area vocational education programs.

d. Study provisions of Title VIII (area vocational programs) of National Defense Education Act of 1958 and policies governing use of funds released by U. S. Office of Education and if desirable and feasible take appropriate steps to get language of act and/or policies changed so funds may be used for wider variety of occupations and programs.

e. Express appreciation to state governors for their refusal to approve proposals submitted by the Joint Federal-State Action Committee in Progress Report No. 1.

f. Urge officials of the U. S. Office of Education to re-examine and modify interpretations and regulations which restrict the use of funds for practical nurse training under PL-911.

g. Prepare and supply to state governors (through appropriate vocational leaders) factual information that will be of assistance to them in studying the new proposals (Progress Report No. 2) of the Federal-State Joint Action Committee to substitute tax refunds for federal grant-in-aid funds for vocational education.

TO PROMOTE MEMBERSHIP

a. Work with AVA-affiliated associations to achieve membership in each state that is at least equal to potentials established by the AVA Membership Committee.

b. Through regular publication of *From AVA Office Desk,* expanded convention programs for officers of affiliated associations, promotion of special services, and a monthly newsletters for editors; increase state and local activity in AVA affairs.

c. Encourage states to promote organizations for T & I students with the full knowledge and approval of pertinent local and state groups and also encourage state federations of such clubs.

TO STRENTHEN AVA AND AFFILIATED ASSOCIATIONS

a. Assist affiliated state associations in strengthening their programs of work.

b. Continue to schedule and assist with the operation of regional workshops for officers of AVA-affiliated associations.

c. Continue to encourage students who are preparing to teach in vocational and practical arts programs to become members of the AVA.

d. Encourage students preparing to teach to attend national vocational conventions.

e. Through the AMERICAN VOCATIONAL JOURNAL and other releases from AVA headquarters, continue to encourage—

(1) Members to participate in AVA activities at national, state and local levels; (2) Teachers to attend and participate in AVA conventions; and (3) The further development of communication systems that will keep AVA members constantly and adequately informed of problems and developments.

f. Encourage state associations to review and improve their structural organization—in order to more fully utilize the services and abilities of individual members.

g. Encourage the development of strong state vocational conferences and conventions that will enlist the support, attendance and participation of every AVA member.

TO STRENGTHEN LEADERSHIP IN VOCATIONAL EDUCATION

a. Encourage the U. S. Office to expand its services by providing coordination for the development of instructional materials for related instruction of apprentices and supplemental training for journeymen.

b. Encourage AVA members and leaders to participate in meetings of other organizations and groups.

c. Promote leadership training programs for personnel in all fields of vocational and practical arts education.

TO PROMOTE INTERNATIONAL UNDERSTANDING

a. Assist in the recruitment and orientation of vocational and industrial arts leaders for overseas service and maintain liaison with them.

b. Continue arrangements with the ICA to make AVA membership available to foreign vocational and practical arts educators who have participated in ICA programs in the United States.

COOPERATION WITH OTHER EDUCATIONAL ORGANIZATIONS

a. Work toward the establishment of an educational research council that will serve as a clearing house and stimulus for encouraging needed research in all phases of education.

b. Seek improved working relationships among all organizations concerned with adult education.

Around the Nation

MINNESOTA MOVES AHEAD IN TECHNICIAN TRAINING

By William C. Knaak, Assistant State Director of Vocational Education

Minnesota has begun highly skilled technician training under the new National Defense Education Act. The first area of concentration was electronic technician training.

The need for electronic technicians in Minnesota was clearly defined by a recent Department of Employment survey which reveals that 4,000 new electronic technician jobs will develop in the Minneapolis-St. Paul area alone in the next five years. Most of these jobs will be with firms that regularly work on defense contracts.

S. K. Wick, State Director of Vocational Education, called a conference which brought top industrial electronics teachers from the state's area vocational schools and electronic specialists from five major electronic equipment producers in the Twin City area Dec. 16. Industrial firms represented were Minnesota Mining & Manufacturing, International Business Machines, Remington Rand Univac, General Mills and Minneapolis Honeywell. Purpose of the conference was to help establish standards of training for highly skilled electronics technicians.

Professional conference leaders Harold Widdowson of the University of Minnesota and Henry Teichroew of the St. Paul schools lead the discussion. Robert Van Tries, State Supervisor of Trade & Industrial Education acted as consultant. A record of proceedings was kept and distributed to all persons and institutions who were concerned.

Two metropolitan newspapers publicized the conference and press releases were sent immediately to the daily papers in communities. Through the state's participation editorial association, press releases were also sent to 500 weekly newspapers in the state.

The Minnesota electronic technician program expansion will be aided by two electronic career publications just released by the Minnesota Department of Employment Security. The first, *"An Occupational Guide"* is intended for use by counselors and teachers. The second, *"Your Career Guide"* is intended for use by students. Administrative approval has also been secured for an expansion of the state department of guidance.

Currently, plans are underway to evaluate and elevate two more areas of technician training—tool design technician and industrial laboratory technician. The city of St. Paul presently has two industrial laboratory technician pilot programs in operation. As soon as teacher-industry conferences are held and courses of study evaluated or originated, these new programs will get underway.

It is expected that most technicial training under the new National Defense Education Act in Minnesota will be carried on in the state's eight area vocational-technical schools. New locations for area schools are also being considered.

Now that the initial hysteria following Russia's entry into outer space has quieted down, the public and the press are starting to take a more objective view of American Education. The *St. Paul Dispatch* quoted M. D. Mobley, our able AVA Executive Secretary, who said: "Let us get on with our dedicated task of providing all kinds of education for all kinds of God's children. . . . The technician and the toolmaker are no less important to an Explorer rocket than the physicists."

The *Dispatch* went a step further in agreeing with Dr. Mobley and said,

"All in all, the American system of education should seek to provide opportunities for all students in accordance with their abilities and natural inclinations. Improvement of any one segment of education should not mean reduced opportunities in other segments."

The responsibility for providing practical vocational training for the *majority* of our nation's youth is once more settling back on the shoulders of vocational educators.

Vocational Education must move vigorously to fill the needs of our young people in a rapidly changing economy. A close contact with industry is needed to insure that necessary standards are being met and that new courses of study and training are being prepared for newly created jobs.

Furthermore, vocational education must tell its story to the public. Our citizens and legislators need to know the close relationship of vocational education to national defense. Parents and students need to know the training opportunities for good jobs that are available through vocational education.

This is a time for dynamic action in vocational education. As *Emerson* said, *"This time like all times, is a very good one if we but know what to do with it."*

NEW VOCATIONS SCHOOL FACILITIES TO OPEN ON LAMAR TECH CAMPUS

The 35-year-old Lamar School of Vocations—a part of Lamar State College of Technology (Beaumont, Tex.)—will be housed in a new plant that will cover approximately 33,000 square feet of floor space on an 8.2 acre tract with the opening of the '59 fall semester.

Facilities will include a combination class room and administration building and two shop buildings that will provide laboratories for instruction in diesel engines, industrial electricity and electronics, machine shop, refrigeration and air conditioning, welding and industrial instruments. In addition, facilities will be available for central warehousing of materials.

The new buildings will replace the present structure, occupied in late 1941. During the school's early years it was open 24 hours a day in the war training program when it trained an estimated 15,000 persons in four years. Since 1941, E. E. Miller, graduate of Southwest Texas State College and Texas A & M, who has served as Director of the school since 1946, estimates that more than 5,000 students have been trained in the day trade preparatory program and around 27,000 in the various evening offerings.

Industrial electronics specialists from five major Minnesota electronics manufacturers meet together to discuss new needs for technical training. L. to r., Olaf Winther, Minnesota Mining & Manufacturing Co.; James Armstrong, Minneapolis-Honeywell; Al Schnorr, International Business Machines; James Wright, Remington Rand Univac; Glen Schwartz, General Mills. (See story, this page.)

VVA PLANS FRANK CALE MEMORIAL SCHOLARSHIP

A resolution authorizing the President of the Virginia Vocational Association to appoint a committee to consider the possibilities of a Frank B. Cale Memorial Scholarship was passed at the annual meeting of VVA in Richmond Oct. 31.

Mr. Cale, who passed away October 1, had been Virginia State Director of Vocational Education since 1951. He had devoted a career of 40 years to the interests of vocational education in his state.

The VVA Executive Committee approved a report from the Special Scholarship Committee that recommended the development of a brochure and other materials necessary to the soliciting of funds to establish the memorial to Mr. Cale. The drive, if successful, will provide at least a $200 annual scholarship to be used by students who are residents of Virginia; attending a college, vocational or technical school in the state; and majoring in any field of vocational education.

* * *

A. Wade Martin has been appointed North Carolina State Supervisor of Trade and Industrial Education to replace Murray D. Thornburg.

* * *

Dr. G. Harold Silvius addressed the 21st annual convention of the New England Industrial Arts Teachers Association Nov. 14 in Portland, Maine. Dr. Silvius, who is head, Industrial Education Department, Wayne State University, had *Industrial Arts and the Total Curriculum* as his topic. He also spoke to students and alumni at the Gorham State Teachers College on *Some Observations Regarding Industrial Arts* on the same day.

* * *

Wayne Wetzel, industrial arts teacher at Western Illinois University, Macomb, for 45 years and head of the department for the past 40 years, retired September 1. E. M. Claude, Illinois State Chief, Trade and Industrial Education, was main speaker at a recognition dinner in his honor.

* * *

Also recently retired is **Albin V. Larson** who had taught at State Teachers College, Peru, Neb., for the past 33½ years. Active in professional affairs throughout his career, he has served as Secretary-Treasurer, Industrial Arts Section of the Nebraska State Teachers Association, President of the Nebraska State Industrial Education Association and President of the Nebraska Vocational Education Section of NSTA (1950).

Mr. Larson is succeeded by Dr. Owen Harlan.

* * *

Julian M. Campbell has been appointed Virginia State Supervisor of Vocational Agriculture, effective December 16, 1958, to succeed R. E. Bass, who was named State Director of Vocational Education following the death of Frank B. Cale.

Mr. Campbell holds a B.S. degree in agricultural education from Virginia Polytechnic Institute. He earned his M.A. in education at Michigan State University.

An officer in the U. S. Army for four years, he taught vocational agriculture at Appomattox and Rustburg High Schools and served also as assistant area supervisor and assistant state supervisor of institutional on-farm training. In 1953, he was appointed Assistant State Supervisor of Vocational Agriculture.

Louis M. Sasman, Wisconsin State Chief, Agricultural Education, congratulates Kenneth Wall, Ellsworth (center) upon his election as President, Wisconsin Association of Vocational Agricultural Instructors. Walter Hansen, Spring Valley, Vice President Elect, looks on.

USOE REPORTS ON TITLE VIII FUNDS

According to a recent announcement from the Vocational Division, U. S. Office of Education, drafts of plan amendments, either preliminary or final, have been received from all but seven states and territories for the use of federal funds allowed under provisions of Title VIII of the National Defense Education Act for 1959.

The following states have been certified to receive payments of the first half of their allotment of Title VIII funds for fiscal 1959. (The amount of money listed for each state is the amount certified for the first payment):

Alabama, $52,353.50; California, $85,225.00; Colorado, $15,542.00; Connecticut, $16,410.50; Delaware, $8,613.50; Florida, $27,843.50; Idaho, $10,939.50; Illinois, $78,427.00; Indiana, $48,870.50; Kansas, $27,687.50; Kentucky, $53,294.00; Maine, $11,532.00.

Minnesota, $43,766.50; Mississippi, $49,536.00; Montana, $10,098.50; Nebraska, $21,721.00; New York, $106,763.00; Ohio, $80,550.50; Oklahoma, $33,410.50; Oregon, $19,123.50; Pennsylvania, $96,540.00; Wisconsin, $46,551.50; Wyoming, $8,613.50; District of Columbia, $9,234.00; Hawaii, $8,897.00.

As of January 7, plans and total allotments for the following states had been approved for '59:

Arizona, $18,430.00; Georgia, $111,575.00; Louisiana, $74,127.00; Nevada, $17,227.00; Texas, $187,120.00.

MEMBERS, THE JOINT FEDERAL-STATE ACTION COMMITTEE

Robert B. Anderson, Secretary of the Treasury, Co-Chairman

James P. Mitchell, Secretary of Labor

Arthur S. Flemming, Secretary of Health, Education and Welfare

Maurice H. Stans, Director, Bureau of the Budget

Meyer Kestnbaum, Special Assistant to the President

John S. Bragdon, Special Assistant to the President

Howard Pyle, Deputy Assistant to the President

Governors

*Lane Dwinell, N. H., Co-Chairman

*Victor Anderson, Neb.

Price Daniel, Texas

George Docking, Kansas

Luther H. Hodges, N. C.

*George M. Leader, Pa.

*Theodore R. McKeldin, Md.

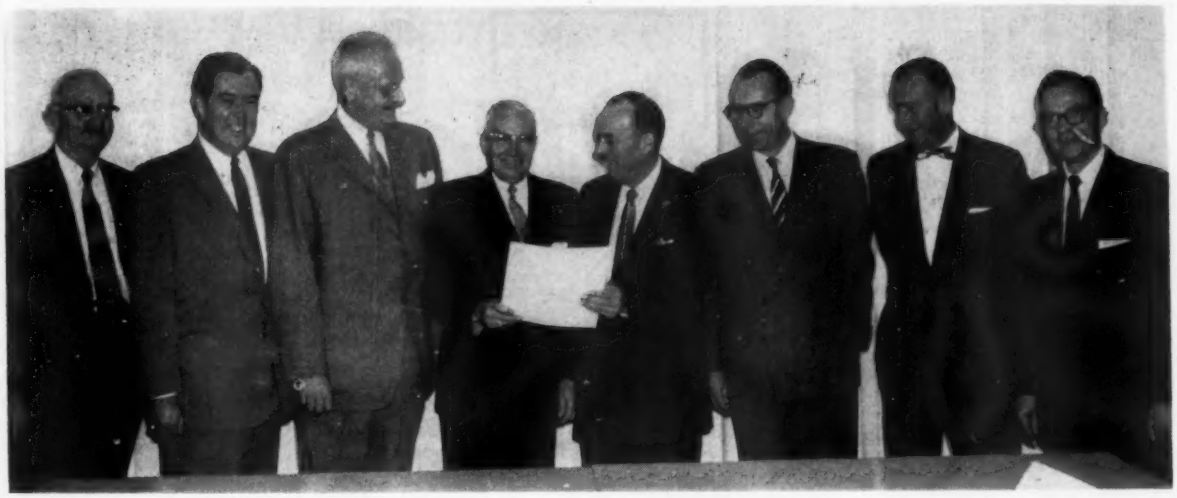
*Dennis J. Roberts, R. I.

Robert E. Smylie, Idaho

William G. Stratton, Ill.

LeRoy Collins, Fla., ex officio

Note: Governors whose names are starred either did not run for office or were not re-elected in November, 1958.



AVA'S Award of Merit was presented to General Motors Corporation at the GM Technical Center in Detroit Dec. 2. In attendance were Dr. Paul Rankin, Detroit Assistant Superintendent of Schools; Bruce G. Overbey, General Manager, Chevrolet Soap Box Derby; Charles A. Chayne, GM Vice President in Charge of Engineering Staff; Andrew D. Althouse, Detroit Assistant Director of Vocational Education; Kenneth A. Meade, Director, Educational Relations Section of GM's Public Relations Staff; Joe R. Hainline, Public Relations Director, Fisher Body Division; Robert Winger, Michigan State Director of Vocational Education; and Louis A. Mitchell, Jr., Manager, Dealer Sales Training, General Motors.

Mr. Althouse, as spokesman for AVA, presented the award to Mr. Meade who accepted it in behalf of General Motors. GM has made numerous contributions to vocational education.

AVA PRESENTS AWARD OF MERIT TO GENERAL MOTORS

AVA's Award of Merit to General Motors was presented by Andrew D. Althouse, Assistant Director, Vocational Education, Detroit Public Schools, and accepted by Kenneth Meade, Director of Educational Relations for the company at a special luncheon held at the GM Technical Center December 2.

Speaking in behalf of AVA's Executive Committee in presenting the Award, Mr. Althouse applauded General Motors Corporation for continuous contributions of valuable materials and services in the field of vocational education in general.

General Motors' aids to vocational education include information booklets, charts, films, and shop manuals; drafting kits; summer workshops; summer courses for teachers and supervisors; and engines, chassis and other automotive components for classroom use.

In addition, the Chevrolet Motor Car Division sponsors annually the Chevrolet All-American Soap Box Derby and the Fisher Body Division sponsors the Fisher Body Craftsmen Guild model car building contest.

"It is our hope," said Mr. Althouse, "that this award will be accepted as a token of thanks from not only the members of the American Vocational Association but from every teacher in America who has been aided in his teaching through the use of your services and materials."

In accepting the Award, Mr. Meade—who represented GM Vice President in Charge of Public Relations Anthony De Lorenzo—said:

"Vocational education has an important part in the preparation of the youth of our country for work in industry and to take their places as constructive citizens of their respective communities. . . .

"We will treasure this award and the spirit in which it was presented to us and we will continue to work with educators in the vocational and industrial fields in the future as we have in the past."

General Motors was represented by Mr. Meade and nine additional company officials at the event. Representing the AVA and education in general were Mr. Althouse; Dr. Paul T. Rankin, Detroit Assistant Superintendent of Schools; Robert Winger, Michigan State Director of Vocational Education; and Dr. G. Harold Silvius, Chairman, Industrial Education, Wayne State University.

AMERICAN FARM BUREAU'S '59 POLICIES AID CURRENT FINANCING FOR VO-ED

Included as a resolution approved at the 40th annual meeting of the American Farm Bureau Federation, held in Boston in December, was the following:

"Trained manpower is fundamental to the future security of our nation. Vocational training and guidance play a vital part in our educational system.

"We support adequate appropriations for vocational education under the Smith-Hughes and George-Barden Acts. We favor the present method of financing vocational education.

"The exansion of vocational training should be the primary responsibility of state and local groups. Federal grants-in-aid should carry minimum controls.

"Vocational agricultural and home economics training should be available to all high school students who earnestly wish it wherever it can be effectively taught and local people desire the service.

"We support the development of area vocational training schools, where needed, through utilization of state and local funds."

The 1959 policies for county and state farm bureaus and the American Farm Bureau Federation will be based on this and other resolutions passed at the 1958 AFBF convention.

EDITOR'S NOTE: *We interpret the statement "we favor the present method of financing vocational education" to mean that the American Farm Bureau Federation is opposed to the proposal of the Joint Federal State Action Committee. Farm Bureau officials at state and local levels should be contacted and thanked for this strong support.*

PRENTICE HALL OFFERS GRADUATE SCHOLARSHIP IN AGRICULTURAL EDUCATION

Book publisher Prentice-Hall, Inc., offers this year—for the second time—a $500 scholarship to a college senior, vo-ag teacher or other qualified college graduate who seeks graduate work in agricultural education.

Applicants may apply to the agricultural education department of any college or university offering such courses. The head teacher-trainer of institutions receiving applications may nominate one candidate to AVA Executive Secretary, M. D. Mobley, on or before July 1, 1959.

The AVA-Bureau of Apprenticeship and Training Joint Committee met at AVA headquarters Dec. 11. Attending were (seated): W. C. Christensen, Director, Bureau of Apprenticeship and Training; C. L. Utterback, Chief of Field Operations, BAT; J. F. Ingram, AVA Past President; Dr. H. H. London, AVA President.

Standing, Lowell A. Burkett, AVA Assistant Executive Secretary; Burr D. Coe, Director, Middlesex County Vocational and Technical High Schools, New Brunswick, N. J.; William J. Moore, Special Assistant to the Director, BAT; Charles W. Sylvester, AVA Treasurer; Charles N. Conner, Regional Director, BAT; John P. Walsh, Chief, Trade and Industrial Education Branch, Vocational Division, USOE; Howard B. Gundersen, Executive Director, Technical Services, BAT; Robert M. Reese, Director, Trade and Industrial Education Service, Ohio State University.

Ray Haas, Director of Vocational and Adult Education at Forest Grove Union High School, Forest Grove, Ore., has been appointed Executive Secretary of the **Oregon Vocational Association**—a newly created position.

Mr. Haas, who will serve OVA in this capacity on a part-time basis, has been actively engaged in vocational education in Oregon since 1944. During this period he has developed programs in homemaking, trade and industrial education, distributive education and agricultural education, both locally and on an area basis. He has been a member of OVA and AVA for 15 years —serving OVA as President in 1948; the Oregon Guidance Association as President in 1949; and the Oregon Industrial Education Association as President in 1958. For four years (1946-49) he was a member of the OVA Board of Directors and he was Chairman of the Association's Legislative Committee from 1951-54.

In reporting Mr. Haas' appointment, OVA President Paul Wilmeth said:

"We feel this is an important step for us to take in making the Oregon Vocational Association more effective in the affairs of vocational education in the state and nationally."

* * *

H. C. Thayer, Wisconsin State Supervisor of Trade and Industrial Education since 1924, has moved to Vista, Calif., since his retirement.

From 1913 to 1917, Mr. Thayer was an industrial arts instructor, Muskogee, Okla., and for the following year he taught at the Barlow School of Industrial Arts, Binghamton, N. Y. Going to Stout Institute to teach technical subjects in 1919, he left in '24 to become associated with the Wisconsin State Board of Vocational and Adult Education as teacher trainer, supervisor, and chief, trade and industrial education department.

Mr. Thayer served as the first Secretary-Treasurer of the Wisconsin Association for Vocational and Adult Education. President of the Wisconsin State Employees Association for 10 years, he was also active in AVA affairs at the national level and had served as a member of the T & I Policy and Planning Committee.

* * *

John R. Plenke, Jr., Supervisor of Trade and Industrial Education in Madison, has succeeded Mr. Thayer as Wisconsin State Supervisor of T & I.

AVA's Labor-Management Committee met with representatives of the AFL-CIO, U. S. Chamber of Commerce, NAM and the U. S. Office of Education at AVA headquarters Dec. 12. Standing, Lowell A. Burkett, AVA; H. H. London, AVA; John Miles, U. S. Chamber of Commerce; John Beaumont. USOE.

Seated, John Cosgrove, AFL-CIO; Ward Beard, USOE; Burr Coe, AVA; T. J. Horne, AVA; Arthur K. Kane, AFL-CIO; J. F. Ingram, AVA; John P. Walsh, USOE; W. T. Spanton, USOE; Robert Reese, AVA; George Fern, NAM.

Official AVA Committees

AGRICULTURAL DIVISION

Professional Information

Joe Bail (Chairman), W. Va. (No. Atlantic Region), 1959; R. W. Canada, Colo. (Pacific Region), 1960; R. H. Tolbert, Ga. (Southern Region), 1961; Melvin Henderson, Ill. (Central Region), 1960; M. J. Clark, La. (Inter-Region), 1961; Don Kabler, Ore. (NVATA), 1959; A. W. Tenney, D. C., Consultant (U. S. Office), 1959.

Professional Relations

Charles Oliver (Chairman), Mass. (No. Atlantic Region), 1960; H. H. Burlingham, Calif. (Pacific Region), 1961; T. G. Walters, Ga. (Southern Region), 1959; C. C. Eustace, Kans. (Central Region), 1961; C. B. Jeter, Va. (Inter-Region), 1959; Mel Adams, Colo. (NVATA), 1961; W. T. Spanton, D. C., Consultant (U. S. Office), 1960.

Research

T. J. Horne (Chairman), Va. (Southern Region), 1960; Leo Knuti, Mont. (Pacific Region), 1959; Charles W. Hill, N. Y. (No. Atlantic Region), 1961; Paul Sweany, Mich. (Central Region), 1959; J. N. Freeman, Mo. (Inter-Region), 1960; James Hamilton, Ia. (NVATA), 1960.

Standards and Policies

H. E. Edwards (Chairman), W. Va. (No. Atlantic Region), 1959; J. W. Carney, Tenn. (Southern Region), 1961; Mark Nichols, Utah (Pacific Region), 1960; R. E. Bender, Ohio (Central Region), 1960; F. T. McQueen, Ala. (Inter-Region), 1961; Floyd Johnson, S. C. (NVATA), 1960; W. T. Spanton, D. C., Consultant (U. S. Office), 1959.

Teacher Education

E. W. Garris (Chairman), Fla. (Southern Region), 1959; M. G. McCreight, Neb. (Central Region), 1961; C. W. Loreen, Wash. (Pacific Region), 1961; Frank Anthony, Penna. (No. Atlantic Region), 1960; W. F. Hickson, S. C. (Inter-Region), 1959; J. M. Carter, N. Y. (NVATA), 1959.

Executive Council

Carl M. Humphrey (President), Mo.; Lloyd Phipps (Secretary), Ill.

Section Chairmen

Luther Hardin, Ark. (NVATA President); R. C. Montgomery, Ala. (President Teacher Trainers); Harry McDonald, Md. (President State Supervisors).

Committee Chairmen

H. R. Damisch, Ill. (Program Chairman); Joe P. Bail, N. Y. (Professional Information); Charles F. Oliver, Mass. (Professional Relations); T. J. Horne, Va. (Research); H. E. Edwards, W. Va. (Standards and Policies); E. W. Garris, Fla. (Teacher Education).

Regional Chairmen

John A. Snell, Me. (North Atlantic). 1959; S. V. Burks, Tex. (Southern), 1960; H. E. Nesman, Mich. (Central), 1959; John W. Bunton, Nev. (Pacific), 1960; F. T. McQueen, Ala. (Inter-Region), 1960.

NVATA Vice-Presidents

Don Kabler, Ore. (Region I); Mel Adams, Colo. (Region II); James Hamilton, Ia. (Region III); George W. Buchanan, Ky. (Region IV); Floyd D. Johnson, S. C. (Region V); J. M. Carter, N. Y. (Region VI).

AVA Advisory Council Representatives (term expires 1959)

Paul Mechling, Ohio; Alt Jim Wail, Neb. (NVATA). Howard Deems, Neb.; Alt. Gordon Swanson, Minn. (Teacher Trainers). Byron J. McMahon, Calif.; Alt. George Hurt, Tex. (State Supervisors). R. C. S. Sutliff, N. Y.; Alt. Cola D. Watson, Vt. (Agricultural Division).

Agricultural Education and Journal Representatives

E. W. Garris, Fla. (Chm. Mng.—Edt. Br., Ag. Ed. Mag.); A. H. Krebs, Ill. (Editor, Ag. Ed. Mag.); Henry TenPas, Ore. (Bus. Mgr., Ad. Ed. Mag.); George P. Deyoe, Ill. (Ag. Editor, AV Journal).

BUSINESS EDUCATION DIVISION

Policies and Standards Committee

Bernard Shilt, N. Y.; Alt. Kenneth Shultz, Penna. (No. Atlantic Region), 1962. Marguerite Crumley, Va.; Alt. Richard Clanton, La. (Southern Region), 1959. George DaVall, Calif.; Alt. Cora Warner, Calif. (Western Region), 1960. H. D. Shotwell, Kans.; Alt. Enos Perry, Ill. (Central Region and President NASBE), 1961. M. D. Mobley, Wash., D. C., ex officio.

DISTRIBUTIVE EDUCATION

Policy and Planning Committee

Warren Meyer, Minn. (Chairman),(Central Region), 1959; M. J. DeBenning, Okla. (Southern Region), 1961; Rulon C. Van Wagenen, Calif. (Western Region), 1960; Charles W. Steadman, Penna. (No. Atlantic Region), 1959; Ed Nelson, Ia. (DECA); Harold K. Collins, N. C. (NCLA); John Waldeck, Colo., ex officio (NASSDE); Nelle G. Flynn, Ga., ex officio (NADET); John A. Beaumont, Wash., D. C., ex officio (U. S. Office); Roy Fairbrother, Wis., ex officio (AVA Vice President DE); M. D. Mobley, Wash., D. C., ex officio.

VOCATIONAL GUIDANCE DIVISION

Policy and Standards Committee

George Mowrer (Chairman), Mo.; C. A. Michelman, Ill.; Hugh Lovett, Ark.; Delbert Jerome, Ariz.; Bruce Shear, N. Y.; Glen L. Weaver, Ore.; R. E. Bass, Va., ex officio.

HOME ECONOMICS DIVISION

Home Economics Education Policy and Planning Council

Mrs. Rosa H. Loving, ex officio, Va.; Rose Wanek, Neb. (Chairman), (Central Region), 1959; Arlene Johnson, Calif. (Pacific Region), 1959; Ilene Brown, Tenn. (Southern Region), 1959; Louise Fettinger, Me. (No. Atlantic Region), 1959; Mary P. Blackman, Penna. (No. Atlantic Region), 1959; Edna Snell, Wash. (Pacific Region), 1959; Elizabeth Brock, Okla. (Southern Region), 1959; Katherine Rebbe, Neb. (Central Region), 1959; Alma Keys, Ark. (Southern Region), 1959; Mary Lee Hurt, Mich. (Central Region), 1959; Ruth Stovall, Ala. (Southern Region), 1961; Margaret Scholl, Tex. (Central Region), 1959; Floride Moore, N. Y. (No. Atlantic Region), 1959.

Program of Work

Mary Lee Hurt (Chairman), Mich. (Central Region), 1959; Catherine Dicks, N. M. (Pacific Region), 1960; Mrs. Marion Barclay, Fla. (Southern Region), 1961; Verna Payson, N. H. (No. Atlantic Region), 1960; Anna Carol Fults, Ill. (Central Region), 1959; Hazel Anthony, Mich. (Central Region), 1961.

Research Committee

Floride Moore (Chairman), N. Y. (No. Atlantic Region), 1959; Ailsie M. Stevenson, Wash.; Alt. Mary DuBois, Ore. (Pacific Region), 1959; Willa Vaughn Tinsley, Tex.; Alt. Alma Bentley, S. C. (Southern Region), 1960. Henrietta Fleck, N. Y. (No. Atlantic Region), 1960. Beatrice O'Donnell, Mich.; Alt. Julia Dalrymple, Wis. (Central Region), 1961. Beulah H. Coon, Wash., D. C. (U. S. Office).

Home Economics Coordinating Council

Alma Keys (Chairman), Ark. (Southern Region), 1959; Mrs. Rosa H. Loving, Va., ex officio.

National Project in Agriculture Communications

Mary Lois Williamson (Chairman), Ky. (Central Region); Gertrude Roskie, Mont. (Pacific Region); Margaret Browder, Tenn. (Southern Region); Alberta Hill, Conn. (No. Atlantic Region); Sara Blackwell, N. Y. (No. Atlantic Region).

INDUSTRIAL ARTS DIVISION

Policy and Planning Committee (IAPPC)

Officers: Wm. R. Mason (VP, AVA, for IA), 1959; G. Wesley Ketcham (Chmn), Conn., 1959; John A. Jarvis (Sec.-Treas.), Wis., 1960;

Cabinet: George Henry, Col., 1959; G. Harold Silvius, Mich., *Journal* Editor; Robert Worthington, N. J., 1959-60.

Members: Robert Worthington, N. J., 1964; Verne L. Pickens, Mo., 1964; Amos Bailey, Wash., 1964; Ivan Hostetler, N. C., 1965; Kermit Seefeld, Calif., 1965; Arthur F. Ahr, N. Y., 1965; Joseph Schad, Va., 1959; James Hammond, Mass., 1959; William Wilkinson, Pa., 1959; George Henry, Col., 1960; Harry Thomas, La., 1960; Walter R. Williams, Fla., 1960; John A. Jarvis, Wis., 1961; Ray Karnes, Ill., 1961; Lyman Goldsmith, Calif., 1959; G. Wesley Ketcham, Conn., 1962; John Fuzak, Mich., 1962;M. J. Ruley, Okla., 1962;

Ex Officio: Frank C. Moore, O., Roy G. Fales, N. Y., Shriver L. Coover, Pa.

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Automotive Committee

L. D. Mitchell, Jr. (Chairman), Mich. (Representing Industry); Andrew D. Alt-

house (Vice-Chairman), Mich. (Representing AVA); Stanley S. Roe (Secretary), Mich. (Representing Industry); Harold S. Bostwick, Penna. (Representing AVA); L. T. Swall, Wash. (Representing AVA); C. R. Wright, Ill. (Representing AVA).

GENERAL COMMITTEES

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Editors, American Vocational Journal

M. D. Mobley (Editor-in-Chief), Wash., D. C.; George P. Deyoe, Ill. (Agriculture), 1959; C. Wendell Echols, Fla. (Distributive), 1959; Margaret Scholl, Tex. (Home Economics), 1959; G. Harold Silvius, Mich. (Industrial Arts), 1960; Russell K. Britton, Colo. (Trade and Industrial), 1961.

Membership Committee

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Research and Publications

Gilbert G. Weaver (Chairman), N. Y. (Trade and Industrial), 1960; Warren G. Meyer, Minn. (Distributive), 1959; H. H. London, Mo. (Industrial Arts), 1959; J. Curtis Hall, Ala. (Business), 1960; George W. Wiegers, Tenn. (Agriculture), 1961; Floride Moore, N. Y. (Home Economics), 1959; Frank E. Wellman, Wash., D. C., (Guidance), 1961; M. D. Mobley, Wash., D. C., ex officio.

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Resolutions Committee—
1959 Convention

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1958 Yearbook—
Vocational Education in Rural Areas

Gordon I. Swanson (Chairman), Minn. (Agriculture); Howard A. Dawson, Wash., D. C. (NEA); Lois M. Clark, Wash., D. C. (NEA); Robert M. Isenburg, Wash., D. C. (NEA); L. J. Phipps, Ill. (Agriculture); Catherine T. Dennis, N. C. (Home Economics); Arthur L. Walker, Va. (Business); Richard Clanton, La. (co-author) (Business); William B. Logan, Ohio (Distributive); H. O. Thomas, La. (Industrial Arts); H. O. Carlton, Ga. (Trade and Industrial); M. D. Mobley, Wash., D. C.; Lowell A. Burkett, Wash., D. C.

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Howard B. Gundersen, Wash., D. C.; Cecil L. Utterback, Wash., D. C.; Charles N. Conner, Ga.; W. C. Christensen, Wash., D. C., consultant; Wm. J. Moore, Wash., D. C., consultant.

AVA Public Information Committee

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UEA

To be selected.

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PLOTS AND PLANS

(Continued from page 21)

of 15,200 an acre yielded 109 bushels with a labor return of $59 an acre. The lowest planting rate of 10,100 an acre yielded 77 bushels and a labor return of only $27.

Dick Schaefer, a student at Payne, almost doubled his corn yield with nitrogen. Corn on the Scheafer farm had not been fertilized previously, and the average yield had been 54 bushels an acre. Addition of 60 pounds of nitrogen an acre on a demonstration plot in 1956 increased the acre yield to 107 bushels. Last year, all corn on the farm received the nitrogen treatment.

This Ohio program has developed advantages beyond the assistance it provides for individual students and farmers. Vocational agriculture teachers have reported many other benefits that include the following:

Demonstrations form a vital link in the vo-ag public relations program; they supply a wealth of excellent material for teaching high school and adult classes; they provide more and better opportunities for field trips and community field days; and they help make on-the-farm visits more interesting and useful.

SIX YEARS of experience confirms the absolute necessity of careful planning and supervision in establishing a demonstration program. Poorly planned and poorly executed projects are worse than none at all.

Preparation usually begins by stimulating student interest in the idea of testing research results on the farm under practical conditions. It is well to start with only a few selected demonstrations. Once under way with community acceptance, the program can attract more students.

Methods of setting up demonstration plots and checking results are usually available at state agricultural agencies. A good publication on the subject is *The Proof is in the Putting* —available from the National Plant Food Institute.

We know our demonstration program has contributed much in the last few years but we expect even greater results as our students of today become tomorrow's farmers.

Editor's Note: This material is adapted from an article that was published in the fall, 1957, issue of *Plant Food Review*, published by the National Plant Food Institute.

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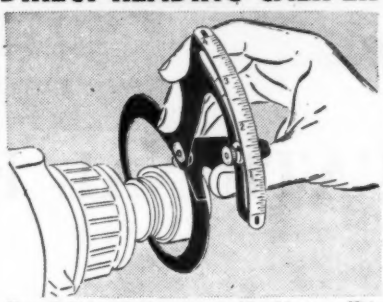

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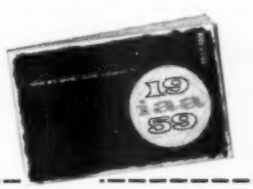

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